

FAMILY RELATIONS AND PERSONALITY TRAITS OF PRE-SERVICE TEACHERS FROM SELECTED EDUCATION COLLEGES

Maing Maing Khin¹ & Tin Mar Naing,²

Abstract

The primary aim of this study was to examine family relations and personality traits of pre-service teachers from selected Education Colleges. Moreover, the present study was to find out the differences of the family relations and personality traits of pre-service teachers among demographic characteristics (gender and family type). The study adopted a survey research design and employed with a quantitative method. The participants in this study were 796 (male= 383, female =413) pre-service teachers from selected Education Colleges. As the instrument, Inventory of Family Relations (IFR) with 24 items which is developed by Hudson (1982) and Five Factor Model of Personality with 48 items which was developed by Dr. Tom Buchanan (2001). After that, the data were analyzed by using descriptive statistics, independent sample *t* test and ANOVA test. According to the descriptive statistics, pre-service teachers from selected Education Colleges had satisfactory family relations. The result of independent samples *t* test showed that there was a significant difference in family relations by gender. In personality, there were significant differences in emotional stability and agreeableness by gender. Furthermore, the result of ANOVA showed that there was a significant difference in family relations by family type. In personality traits, there were significant differences in conscientiousness and agreeableness by family type. The Pearson Product-Moment Correlation result revealed that there were positively significant relationships between family relations and personality traits of openness to experience, extroversion, conscientiousness, emotional stability and agreeableness. Therefore, it could be interpreted that the more the pre-service teachers got the family relations, the better they possessed the favorable personality traits.

Keywords: Family Relations, Personality Traits

Introduction

Importance of the Study

Jangaiah and Sabu (2011) suggested if a country wants to have quality educations, it must have quality teachers. Teacher's place in society is of vital important, he acts as the point of the transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning. The entire program of emotional integration through education depends upon the teacher community. Teachers have to play their duty and role in setting ideal examples of emotional integration through their personal behavior, ways of thinking and doing things. Thus, teachers must have good personality traits not only for their profession but also for the nation.

Quality teachers possessed positive personality characteristics and interpersonal skills (Getzels & Jackson, 1963, cited in Arif et al., 2012). Thus, the teacher training programs need to produce pre-service teachers with having sound personality. When the teachers are training them, they must need to know the background knowledge of the pre-service teachers which affecting the personality. There is saying, "If you want to teach John Latin, you must know both John and Latin". Crow and Crow (1965) described that home is the primary societal unit. Family relationships play an important role in an individual's life pattern from early childhood through adulthood. Much of an individual's personality patterning originates at home. Not only does the child inherit certain family potentialities, but during his developing years, his attitudes, beliefs, ideals and overt behavior reflects the influences on him of home experiences.

¹ Senior Teacher, Basic Education High School, Shantubgyi, Minhla

² Lecturer, Department of Educational Psychology, Sagaing University of Education

Based on the above reasons, this study aimed to investigate family relations and personality traits of pre-service teachers from selected Education Colleges. By knowing the family relations and personality traits of pre-services teachers, the teachers can understand pre-service teachers' family relations and personality strengths and weakness and can give the most appropriate guidelines for their pre-service teachers. Moreover, teachers can choose the suitable teaching methods by their personality types. Finally, this study will help the teachers, parents, administrators, curriculum planners and policy makers to coordinate in an effective way so that pre-service teachers can have sound personality traits after completing their formal education.

Objectives of the Study

1. To find out whether family relations of pre-service teachers differ according to gender and family type.
2. To find out whether personality traits of pre-service teachers differ according to gender and family type.
3. To find out whether there are relationship between family relations and personality traits of pre-service teachers.

Definitions of the Key Terms

Family Relations : Family Relations defined as behavioral, psychological, and social relations among various members of the nuclear family and the extended family (U.S National Library of Medicine, 2019).

Personality Traits : Personality traits refer to enduring patterns of thought, emotion, and behavior that are not likely to change over time and explain people's behavior across different situations (Costa& McCrae, 1989).

Literature Review

Bronfenbrenner's Bioecological Theory: The bioecological model is distinguished from the earlier ecological model in several ways. In Bronfenbrenner's ecological model (Bronfenbrenner, 1986), a child's experience is embedded within four levels of the environment: the microsystem, the mesosystem, the exosystem, and the macrosystem. The microsystem contains the processes (interactions and activities) that promote or inhibit development. The mesosystem includes processes occurring between two or more microsystems containing the developing person. The exosystem contains the processes occurring between two or more environments, one of which does not include the developing person. Lastly, the macrosystem is the overall cultural milieu that contains the microsystem, the mesosystem, and the exosystem. Bronfenbrenner (1979) referred to the ecological environment as a set of nested structures. In the bioecological model, Bronfenbrenner (1986) added a fifth level of environment, that is, the chronosystem. The chronosystem refers the time dimension involved in unfolding developmental processes.

Five-Factor Model of Personality: A "trait" is a temporally stable, cross-situational individual difference. Presently, the most popular approach for studying personality traits are two important models with five factors, Costa and Mc Crae's Five Factor Model, and Goldberg's Big Five). The Five-Factor Model represents the factors as extraversion, openness, agreeableness conscientiousness and neuroticism. The Big Five model replaces "neuroticism" with "emotional stability", and names the "openness" factor "intelligence". The Big Five are based upon factor analysis of the entire trait-descriptive adjective in a natural language, as collected from a dictionary. The Big Five are meant to provide a comprehensive description of phenotypic

personality traits. The Big Five model is a descriptive taxonomy that attempts to organize and quantify traits, which make up the foundation of trait theory.

Methodology

Participants

Table 1 Number of Pre-Service Teachers Showing by Grade, Gender, and Education Colleges

No	Education College	Grade	Gender		Total
			Male	Female	
1.	Monywa Education College	First Year	90	110	200
2.	Magway Education College	First Year	118	94	212
3.	Myitkyina Education College	First Year	79	96	175
4.	Meiktila Education College	First Year	94	115	209
	Total		383	413	796

Instrumentation

Inventory of Family Relations (IFR): To measure the intra-familial environment as perceived by students, the Inventory of Family Relations (IFR) was used. This index was originally developed by Hudson (1982). It comprises of 24 items. It uses five point Likert type scales to solicit students' responses.

Five-Factor Model of Personality Inventory: In order to determine the personality traits of pre-service teachers, Five Factor Personality Inventory developed by Dr. Tom Buchanan (2001) was used. It consists of 48 items. It uses four point likert scales.

Data Analysis and Findings

The Descriptive Statistics for Family Relations of Pre-Service Teachers

Table 2 Descriptive Statistics for Family Relations of Pre-Service Teachers

Variable	<i>N</i>	Minimum	Maximum	Mean	<i>SD</i>
Family Relations	796	58	120	103.17	10.321

Table 2 showed that the maximum, minimum and mean scores of pre-service teachers in family relations were 120, 58 and 103.17. According to the result, observed mean score of pre-service teacher's family relations (103.17) was higher than the theoretical mean (72). Therefore, the pre-service teachers from selected Education College had satisfactory family relations.

Comparison of Pre-Service Teachers' Family Relations by Gender

Descriptive analysis revealed the different means and standard deviations for family relations of pre-service teachers with respect to gender.

Table 3 Mean Comparison and Results of Independent Samples *t* Test for Comparing Pre-Service Teachers' Family Relations by Gender

Variable	Gender	<i>N</i>	Mean	<i>SD</i>	<i>T</i>	<i>df</i>	<i>p</i>	<i>MD</i>
Family Relations	Male	383	101.18	11.393	-5.290***	794	.000	-3.840
	Female	413	105.03	8.833				

Note. ***The mean difference was significant at the 0.001 level.

According to the Table 3 showed that the mean score of female pre-service teachers' family relations was a bit higher than that of male pre-service teachers' family relations.

According to the result of *t* test, there was a significant difference in family relations of pre-service teachers by gender at 0.001 level.

It was consistent with the research of Sanson, Smart and Oberklaid (2000) that the gender differences of parent-child relationship differ from time to time during their first 15 years of life. According to their study, females had more difficulties in parent-child relationship during the age of 5 to 7 years; however, it gradually decreases to the age of 15 years. On the contrary, males' difficulty in parent-child relationship gradually increases throughout their first 15 years of life. According to the research of Thandar Aye (2017) found that female had higher perceived parental nurturing than males. Therefore, females had more bonds on their families than males. Moreover, most of the girls are willing to live with their families happily. Therefore, it can be concluded that the female pre-service teachers may be better in family relations than male pre-service teachers.

Comparison of Pre-Service Teachers' Family Relations by Family Type

Family type classified into three groups. They were nuclear family, joint or extended family and single parent family. Nuclear family system was used to define a family group consisting of father, mother, and their children. Joint or extended family system comprised of father, mother and children, one or more grandparents, an Aunt, an Uncle and even some cousin, live together within the same houses (Parveen, 2007). Single parent family was understood by the general public as a synonym of families in which a lone parent lives with a child (children) or in which a lone grandparent lives with a grandchild (grandchildren).

Table 4 Mean Comparison of Pre-Service Teachers' Family Relations by Family Type

Variable	Family Type	N	Mean	SD
Family Relations	Single parent Family	136	101.66	10.532
	Nuclear Family	567	103.75	10.309
	Extended Family	93	101.75	9.736
	Total	796	103.16	10.312

According to Table 4, the mean score of the pre-service teacher's family types was slightly different from each other. The mean score of family relations of pre-service teachers from nuclear family was the highest and the mean score of family relations of pre-service teachers from single parent family was the lowest among all family types.

In order to compare the family relations of pre-service teachers by their family type, One-Way analysis of Variance (ANOVA) was used. The result of ANOVA was presented in Table 5.

Table 5 ANOVA Result of Pre-Service Teachers' Family Relations by Family Type

Family Type	Sum of Squares	df	Mean Square	F	p
Between Groups	686.547	2	343.274	3.246*	0.039
Within Groups	83852.190	793	105.740		
Total	84538.737	795			

Note. *The mean difference was significant at the 0.05 level.

The result of Table 4.4 indicated that there were significant differences in family relations of pre-service teachers by their family type at the 0.05 level. To compare family relations of pre-service teachers by family type, the post-hoc analysis was conducted. Tukey results can be seen in Table 6.

Table 6 Results of Tukey HSD of Pre-Service Teachers' Family Relations by Family Type

Variable	Family Type(I)	Family Type(J)	Mean Difference(I-J)	<i>p</i>
Family Relations	Single Parent Family	Nuclear Family	-2.088	.085
		Extended Family	-.091	.998
		Single Parent Family	2.088	.085
	Nuclear Family	Extended Family	1.997	.193

According to the finding as shown in Table 4.5, there were no significant differences in family relations of pre-service teachers among their family types. Therefore, the family relations of pre-service teachers from selected Education Colleges had no significant differences according to their family types. It may be the fact that whatever family type might be, the family members can build good family relations with their love and affection, empathy, care, mutual respect and understanding to one another in their families. Therefore, it can be interpreted that the family relations of pre-service teachers may not depend on their family type.

Descriptive Statistics for the Personality Traits of Pre-Service Teachers

Personality traits consisted of five dimensions; openness to experience, extroversion, conscientiousness, emotional stability and agreeableness. In order to compare the mean scores of pre-service teacher's personality traits, the descriptive statistics was conducted. Descriptive analysis revealed the differences in means and standard deviations for personality traits of pre-service teachers (see Table 7).

Table 7 Mean Comparison for Personality Traits of Pre-Service Teachers

Dimension	No. of item	Minimum	Maximum	Mean	Mean%	<i>SD</i>
Openness to Experience	8	14	32	24.48	77%	2.740
Extroversion	10	12	38	25.95	65%	3.266
Conscientiousness	10	16	40	29.85	75%	3.625
Emotional Stability	10	13	39	27.68	69%	3.856
Agreeableness	10	21	40	31.95	80%	3.561

In Table 7, the mean scores of personality traits of pre-service teachers were a little different from each other. The mean percent of openness to experience, extroversion, conscientiousness, emotional stability and agreeableness was 77%, 65%, 75%, 69% and 80%. Among them, the mean percent of agreeableness was the highest. Therefore, all the pre-service teachers from selected Education Colleges had got the highest in agreeableness characters such as being considerate, generous, helpful, cooperative, friendly, and so on.

Comparison for Personality Traits of Pre-Service Teachers by Gender

Descriptive statistics was conducted to compare personality traits of pre-service teachers by gender.

Table 8 Mean Comparison and Result of Independent Sample *t* Test for Personality Traits of Pre-Service teachers by Gender

Personality Traits	Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>MD</i>
Openness to Experience	Male	383	24.52	2.790	.432	794	.666	.084
	Female	413	24.44	2.696				
Extroversion	Male	383	25.81	3.229	-1.189	794	.235	-.276
	Female	413	26.08	3.299				
Conscientiousness	Male	383	29.70	3.955	-1.046	794	.296	-.271
	Female	413	29.98	3.288				
Emotional Stability	Male	383	28.02	3.748	2.374*	794	.018	.648
	Female	413	27.37	3.933				
Agreeableness	Male	383	31.53	3.772	-3.200**	794	.001	-.806
	Female	413	32.34	3.298				

Note. **The mean difference was significant at the 0.01 level.

Note. *The mean difference was significant at the 0.05 level.

When the personality traits of pre-service teachers were compared with respect to gender, the male pre-service teachers had slightly higher mean scores in openness to experience and emotional stability than female pre-service teachers while female pre-service teachers had slightly higher mean scores in extroversion, conscientiousness and agreeableness than male pre-service teachers.

According to the result of *t* test, there were significant differences in emotional stability at the 0.05 level and in agreeableness at the 0.01 level according to gender. In this way, male pre-service teachers were higher in emotional stability than female pre-service teachers.

It was contract with Parveen (2007) and Hsu Hsu Win (2017) that there was no significant difference between male and female in emotional stability. It was consistent with the previous researchers of and Arif et al., (2012), Ei Ei Mar (2016) and Aye Chan Zaw (2018) that females indicated of anxiety than males. Therefore, it can be interpreted that the female pre-service teachers may possess low in emotional stability. On the other hand, female pre-service teachers were higher in agreeableness than male pre-service teachers. It may be due to the fact that the almost of females had got the spirit of mothers like kind-hearted, warm, helpful, cooperative, generous and friendly and so on. Feingold (1994) found that women were more nurturing, tender-minded, and altruistic than men. Moreover, Feingold (1994) found that woman invested themselves in the development and maintenance of positive enduring personal relationships and endorse them to a greater extent than men. Therefore, it can be interpreted that the female pre-service teachers may possess higher in agreeableness characters than male pre-service teachers.

Moreover, On the other hand, female pre-service teachers were greater in agreeableness than male pre-service teachers. But, there were no significant differences in openness to experience, extroversion and conscientiousness of the pre-service teachers by gender. It was consistent with the research of Suri (1973) and Saraswat (1964) who found very few differences on all the personality factors, between males and females. It may be due to the fact that openness

to experience, extroversion and conscientiousness depend on innate abilities, environment and individual differences of the pre-service teachers. Therefore, it can be said that gender may not concerned on openness to experience, extroversion and conscientiousness of the pre-service teachers.

Comparison for Personality Traits of Pre-Service Teachers by Family Type

The personality traits of pre-service teachers were also compared according to their family type. By using descriptive analyses, the means and standard deviations of the personality traits of pre-service teachers with regard to their family type were displayed in Table 9.

Table 9 Mean Comparison for Personality Traits of Pre-Service Teachers by Family Type

Personality Traits	Family Type	N	Mean	Minimum	Maximum
Openness to Experience	Single parent	136	24.43	20	32
	Nuclear	567	24.53	14	32
	Extended	93	24.26	17	31
Extroversion	Single parent	136	25.64	16	35
	Nuclear	567	25.96	12	38
	Extended	93	26.33	19	33
Conscientiousness	Single parent	136	29.84	22	39
	Nuclear	567	30.03	19	40
	Extended	93	28.74	16	39
Emotional Stability	Single parent	136	27.33	13	37
	Nuclear	567	27.88	16	39
	Extended	93	26.98	20	33
Agreeableness	Single parent	136	32.08	21	40
	Nuclear	567	32.09	22	40
	Extended	93	30.88	21	40

According to the results of Table 9, there were mean differences in personality traits of pre-service teachers according to family type. However, the pre-service teachers from nuclear family got the highest mean score in openness to experience, conscientiousness, emotional stability and agreeableness. Moreover, the pre-service teachers form extended family got the highest mean score in extroversion.

To observe clearly the significant differences in personality traits among pre-service teachers' family type, One Way Analysis of Variance (ANOVA) was conducted again.

Table 10 ANOVA Results for Personality Traits among Pre-Service Teachers' Family Type

Personality Traits		Sum of Squares	df	Mean Square	F	P
Openness	Between Groups	6.239	3	3.120	.415	.661
	Within Groups	5964.397	792	7.521		
	Total	5970.637	795			

Personality Traits		Sum of Squares	df	Mean Square	F	P
Extroversion	Between Groups	26.831	2	13.416	1.258	.285
	Within Groups	8455.159	793	10.662		
	Total	8481.990	795			
Conscientiousness	Between Groups	132.198	2	66.099	5.083**	.006
	Within Groups	10311.796	793	13.004		
	Total	10443.994	795			
Emotional Stability	Between Groups	84.640	2	42.320	2.859	.058
	Within Groups	11736.670	793	14.800		
	Total	11821.310	795			
Agreeableness	Between Groups	119.562	2	59.781	4.759**	.009
	Within Groups	9962.222	793	12.563		
	Total	10081.784	795			

Note. **The mean difference was significant at the 0.01 level.

According to the ANOVA results, significant differences among pre-service teacher's family type were found in conscientiousness at the 0.01 level and in agreeableness at the 0.01 level. On the other hand, there were no significant differences in openness to experience, extroversion and emotional stability of pre-service teachers according to their family type.

To obtain more detailed information about this, post hoc test was executed by Tukey HSD method in conscientiousness and agreeableness.

Table 11 Results of Tukey HSD for Pre-Service Teachers' Personality Traits by Family Type in Conscientiousness and Agreeableness

Personality Traits	Family Type (I)	Family Type (J)	Mean Difference (I-J)	P
Conscientiousness	Nuclear	Extended	1.286**	.004
Agreeableness	Extended Family	Nuclear Family	-1.199*	.032
		Single Parent Family	-1.208**	.007

Note. *The mean difference was significant at the 0.05 level.

Note. **The mean difference was significant at the 0.01 level.

The result of post hoc test showed that the pre-service teachers from nuclear family possessed more conscientiousness than pre-service teachers from the extended family. Moreover, the pre-service teachers from extended family possessed less tendencies in agreeableness than the pre-service teachers from nuclear and single parent family.

Roberts (2013) found that nuclear families offer a much more stable environment for children with compare to single parent, extended or any other new age style of family unit. When

both parents are a part of child’s life, it is easier to discipline them and learn the important values of life. Such children suffer from fewer behavioral problems and respond to authority appropriately. Therefore, the pre- service teachers from nuclear family may possess more conscientiousness than those from the extended family.

Moreover, the pre-service teachers from extended family were less in agreeableness than the pre-service teachers form nuclear and single parent families. It may be the fact that the extended family comprised multiple generations living together under the same roof. By growing up with an extended family, pre-service teachers can have difficulties in adjustment within the family. Therefore, the pre-service teachers from extended family possess less tendencies in agreeableness character than those from the nuclear and single parent families.

Relationship between Family Relations and Personality Traits of Pre-Service Teachers

In order to explore the relationship between family relations and personality traits of pre-service teachers, the Pearson Product-Moment Coefficient was calculated. The results of inter-correlations were displayed in Table 12.

Table 12 Inter-Correlation for Family Relations and Personality Traits of Pre-Service Teachers

	Family Relations	O	E	C	EM	A
Family Relations	-	-	-	-	-	-
O	.210**	-	-	-	-	-
E	.088*	.310**	-	-	-	-
C	.313**	.527**	.238**	-	-	-
EM	.275**	.351**	.346**	.464**	-	-
A	.332**	.531**	.265**	.561**	.380**	-

Note.* Correlation was significant at the 0.05 level (2-tailed).

Note.** Correlation was significant at the 0.01 level (2-tailed).

O= Openness to experience, E= Extroversion, C= Conscientiousness, EM= Emotional Stability, A= Agreeableness

According to Table 12, personality traits of pre-service teacher were significant positive relationship to family relations. Here, the inter-correlation for family relations and openness to experience of pre-service teachers was .210 at the 0.01 level. The inter-correlation for family relations and extroversion of pre-service teachers was .088 at the 0.05 level. The inter-correlation for family relations and conscientiousness of pre-service teachers was .313 at the 0.01 level. The inter-correlation for family relations and emotional stability of pre-service teachers was .351 at the 0.01 level. The inter-correlation for family relations and agreeableness of pre-service teachers was .531 at the 0.01 level. Among them, extroversion was the lowest correlation with the family relations. However, agreeableness was the highest correlation with the family relations. Therefore, the pre-service teachers who had high in family relations tend to be more helpful, kind, and cooperative in their daily activities. It could be concluded that the more they got the family relations, the better they possessed personality traits.

Conclusion

By investigating the family relations and personality traits of pre-service teachers from selected Education Colleges, there are many advantages for the teachers, parents and administrators to implement their pre-service teachers to be good citizens not only their

profession but also the nation. The benefits of the study of family relations and personality traits of pre-service teachers were the followings.

1. The teachers can realize the fact that the family relations are positively related to personality traits of the pre-service teachers.
2. The teachers can know the family relations of the pre-service teachers and can give them suitable guidelines to be good interpersonal relationships with their family members.
3. The teachers can understand strengths and weakness of the personality traits of pre-service teachers and can modify their behaviors in a desirable way.
4. Teachers can plan suitable teaching methods by pre-service teacher's personality types.
5. The pre-service teachers will possess sound personality traits after the formal education.

Acknowledgements

Initially, I wish to express my sincere appreciation to Dr. Saw Pyone Naing , Rector of Sagaing University of Education for his kind permission to submit this thesis. I would like to offer sincere thanks to Pro-Rector Dr. Myat Myat Thaw for giving me permission to write this paper.

I would like to offer special acknowledgement to Dr. Khin Hnin Nwe (Associate Professor, Head of Department, Department of Educational Psychology, Sagaing University of Education) for her expert guidance, instruction and invaluable suggestions and encouragement in writing this paper.

I would be pleased with the expression of special thanks and appreciation to my supervisor, Daw Tin Mar Naing (Lecturer, Department of Educational Psychology, Sagaing University of Education) for her generosity of spirit, time wise counsel, expertise in editing. Fruition of this research project can truly be attributed to her expertise in the field.

Finally, a special wish goes to my colleagues who helped me to attain my destination without any trouble.

References

- Arif, M. I., Tahira, S. S., & Akhter, M. (2012). Personality and *teaching*: An investigation into prospective teachers' personality. *International Journal of Humanities and Social Science*, Vol. 2 No. 17. Retrieved August 19, 2018 from <https://pdfs.semanticscholar.org/a1a3/b69e8bn482911598df766359d3655426302c.pdf>.
- Aye Chan Zaw (2018). *An investigation into spirituality and personality of pre- teachers from Universities of Education in Myanmar*. Unpublished Master's thesis. Sagaing University of Education, Myanmar.
- Bossard, J. H. S. (1954.). *The sociology of child development*. New York: Harper.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Bronfenbrenner, U. (1986). Recent advances in research on the ecology of human development. In E. K. Silbereisen & G. Rudinger (Eds.), *Development as action in context: Problem behavior and normal youth development* (pp. 286-309). New York: Springer-Verlag.
- Buchanan, T. (2001). Implementing a Five-Factor Personality Inventory for use on the Internet. Retrieved October 7, 2018 from <https://pdfs.semanticscholar.org/f010a2376dof9a6b95f696a20683393aad754.pdf>
- Costa, P.T., Jr., & McCrae, P.P. (1992). Revised NEO personality inventory (NEO-PI_R) and NEO five factor inventory (NEO-FFI) professional manual. Odessa, FK: *Psychological Assessment Resources, Inc.*
- Crow D. Lester & Crow Alice. (1965). *Adolescent development and adjustment*. McGraw-Hill Book Company NewYark. Retrieved September 13, 2018 from <http://catalog.hathitrust.org/Record/00430928>

- Ei Ei Mar (2016). *The Relationship between personality and career interests of Grade 10 students in Yamethin Township*. Unpublished Master's thesis. Sagaing University of Education, Myanmar. Retrieved August 18, 2018.
- Feingold, A. (1994). Gender differences in personality: A meta-analysis. *Psychological Bulletin*, Vol,116. No.3, 429-456. Retrieved September 12, 2018 from [http://www.cin.ufpe.br/ssj/Gender% 20differences% %20in% 20Personality% 20A%20Meta-pdf](http://www.cin.ufpe.br/ssj/Gender%20differences%20in%20Personality%20A%20Meta-pdf).
- Hsu Hsu Win (2017). *A study on the personality traits of grades 9 students from selected schools in Myanmar Township*. Unpublished Master's thesis. Sagaing University of Education, Myanmar. Retrieved August 18, 2018.
- Hudson, w.w. (1982). Index of family relations. Retrieved September 15, 2018 from [http:// www. walmyr. com/ PDFs/ IFRSAMPLE.pdf](http://www.walmyr.com/PDFs/IFRSAMPLE.pdf)
- Jangaianh, C. & Sabu, S. (2011). *Teacher education. A handbook for teacher educations*. New Delhi: S.B. Nangaia. Retrieved August 24, 2018.
- Parveen, A. (2007). Effect of home environment on personality and academic achievement of students of Grade 12 in Rawalpindi Division. Retrieved August 1, 2018 from [http://citeseerx.ist.psu. Edu/viewdoc/ download?Doi=10.1.1.474.1140&reptype=pdf](http://citeseerx.ist.psu. Edu/viewdoc/download?Doi=10.1.1.474.1140&reptype=pdf).
- Prior, M., Sanson, A., Smart, D., & Oberklaid, F. (2000). *Pathways from infancy to adolescence: Australian temperament project 1983–2000*. Melbourne: Australian Institute of Family Studies.
- Roberts, C. H. (2013). Children in nuclear families: Stronger, smarter, better? Retrieved January 15, 2019 from <https://www.securetee.com/parenting-style/children-in-nuclear-families-stronger-smarter-better/>
- Suri, S. P. (1973). *Differential personality traits in intellectually superior, average and below average students*, Unpublished Thesis, PhD (Education.Kurukshetra University).
- Thandar Aye, (2017). *A study on family environment and life satisfaction of student teachers from Loikaw Education College*. Unpublished Master's thesis. Sagaing University of Education, Myanmar.
- U.S National Library of Medicine, (2019). Definition of family relations. Retrieved from January 13, 2019 from <https://www.defintions.net/definition/family+relations>