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## SHAPING SELVES THROUGH NATURE: EXPLORING THE ROLE OF ENVIRONMENTAL THOUGHTS IN PERSONALITY DEVELOPMENT

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## ABSTRACT

*This study aims to examine the role of environmental thoughts in personality development among Pakistani young adults using a qualitative research design and a convenience sampling technique. This study gathered data through semi-structured interviews with ten students aged 18 to 25. The data were evaluated using thematic analysis, uncovering key themes. It is further aimed at understanding environmental thoughts, environmental personality, and personality changes due to ecological upheavals. The well-defined socio-cultural environment makes understanding the individual's personality development easier. It was found that the role of environmental thoughts in personality development was positive but there were also some negative impacts on personality development. This study helps sociologists and researchers in the field of social psychology. It facilitates researchers in further work regarding personality development and environmental factors influencing human personality.*

**Key Words:** *Environmental Thoughts, Personality Development, Ecological Psychology, Human Nature Connection,*

### **Introduction**

Social concerns regarding the causality of personality have been a subject of immense focus in the areas of psychology, sociology as well as environmental science. Personality is a dynamic system of psychological parameters, which differentiate people under perceptions (McCrea & Costa, 1997). As you will learn through this coursework, these characteristics, which may include emotional stability, openness, conscientiousness, and extraversion, have biochemical origins influenced by genes and the environment. Although the emphasis has been made on heredity in understanding personality development, research conducted over the years approximates the essential aspects of environmentalism in personality development (Caspi et al., 2005). Of these factors, the 'Environmental Thoughts', the psycho/emotive appraisal of self, the proximal physical and social context, and interactions including systems and structures of the large society are arising as influential shapers of personality (Kobasa, 1979; Branden, 1994).

Environmental thoughts play a very broad spectrum that incorporates perceiving the environment daily to the philosophical perception of the environment in terms of man and his environment or society. Cognitive constructs like this act as the building blocks of one's character and more specifically, his or her values, attitudes, and behaviors go toward making up the personality. For instance, growing within the cultures of pro-individualism, collectivism, or ecology will lead to high scores on measures of conscientiousness and agreeableness (Schwartz, 1992). Conversely, negative environmental experiences like trauma, neglect, or any unsafe and uncomfortable state in the environment result in personality characteristics like neuroticism and social

withdrawal (Harris, 1995).

This paper aims to synthesize findings from disciplines related to the field of environmental thoughts and its contribution to personality formation out of an assembly of fields of psychology, environmental science, and cognitive theory. Experts have always tried to discover whether genes or the environment played a greater role in personality development (Plomin & Caspi, 1999). Nevertheless, the data of the more recent developments in the field of environmental psychology point to the fact that an individual's perception of his environment includes cognitive responses that are not only passive but are structuring the self-system and personality of the person in question (Kasser & Ryan, 1993). Additionally, the emergence and growth of new environmental trends, and the rise in the importance of the role of environmental factors in the world and present-day society (climate change, urbanization, and sustainability) also affect the changes in personality through collective environmental thoughts (Stern, 2000).

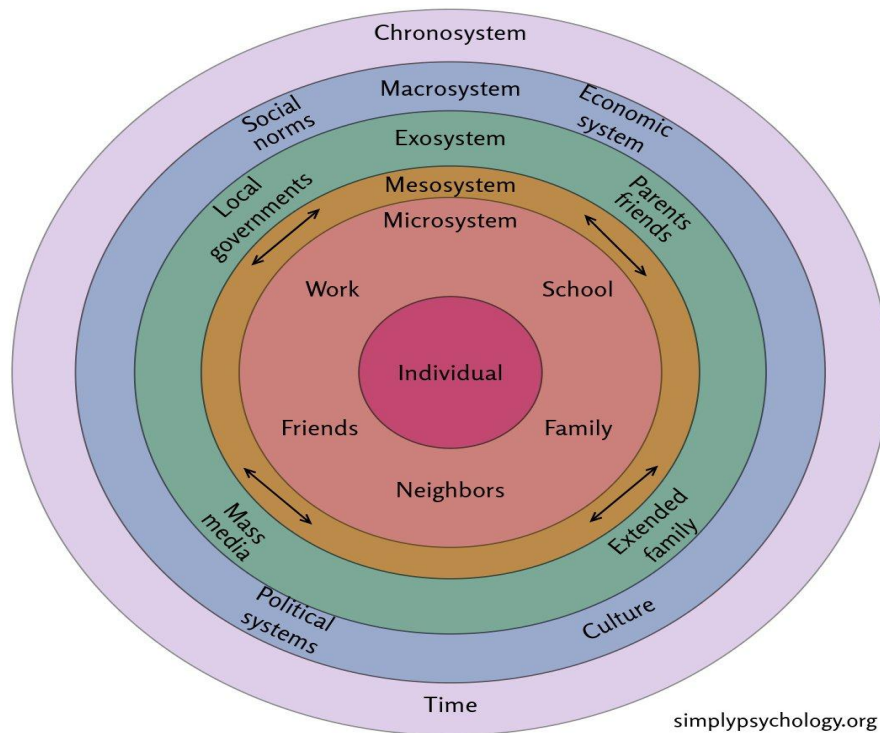
This article will also present a literature review of the environmental thoughts that may influence personality development. The executor will also present a thematical analysis of the contribution that environmental conditions biological, social, or cultural make to the psychological processes that determine a person's personality characteristics. In this way, the presented study will contribute to the call for considering the environment in the context of personality development, and the need for the synthesis of approaches originating from psychology and environmental sciences.

### **Theoretical Framework**

The socialization process helps people learn what is expected of them in society, this also helps to shape certain traits like; agreeableness, and openness (Bandura, 1977). Bandura's theory focuses on social factors, cognitive factors, and the environment in the process of human behavior. They present learning as an activity within which learners actively engage with and make sense of their environment. Employing a brief analysis of the theories, it is possible to state that among the most notable and comprehensive psychological theories is Albert Bandura's Social Learning Theory. It emphasizes the conditions of observational learning, imitation, and modeling, and the process of reciprocal interaction between personal variables, behaviour, and context. This theory comes in handy in our research because it emphasizes social cognition and the link to the self.

Ecological Systems Theory by Bronfenbrenner (1977) holds that the development of personality happens within a framework of analyzing different layers of environmental contexts. These levels include microsystem, mesosystem, exosystem, macrosystem, and chronosystem which influence an individual development. This theory helps our study determine how different levels of the

environment influence people, and how they all connect to the other systems.



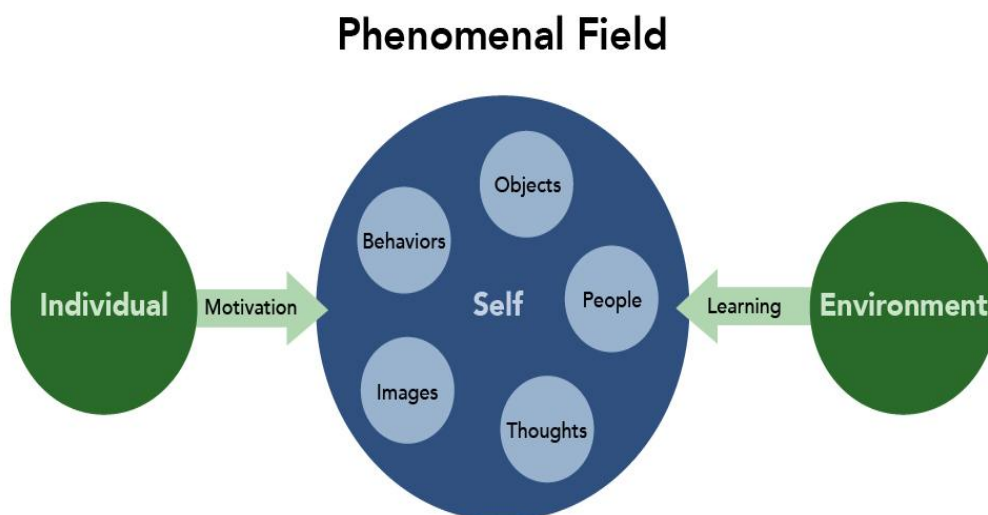
**Fig. 1 Ecological System Model**

In this research, environmental thoughts play a central part, and the following factors are examined: family, cultural setting, peer pressure, socioeconomic status, education and school environment, life experiences and social events, media and technology, and the combined Mess and inner environment effect. Meyers, (2003) using Cognitive Social Theory confirms that personality is not pre-ordained but is formed by how an individual reasons to the circumstances within the environment. In this theory, any person’s reaction to the environment depends on cognitive processes that he or she has acquired from previous encounters. It also shows how attempts to think environment can affect our personality in this or that manner.

The second relevant theory is Erik Erikson’s psycho-social development theory where one’s personality is assumed to develop concerning social demands and one’s capability of conflict-solving during each phase of his/her life (Erik Erikson, 1950). Erikson describes eight psychosocial stages of development and each step depends on social effects: family, peers, school, society. The area of study of the research topic concerns itself with the influence of environmental thoughts in personality development, and part of Erikson’s theory of development states that numerous environmental conditions play a significant part to development throughout the life span.

Social Identity Theory adds three additional considerations for the role of the social environment in the individual’s sense of self. Socialization with different groups (family, peers and the

community) affects self and social identity of people. Social Identity theory postulates that a part of personality as formed by the social roles that people take on (cultural, religious, ethnic, and social affiliations) (Tajfel & Turner, 1979). Second, humanistic theories stress the need to have permissive atmosphere in order to develop a healthy personality. Carl Rogers and Abraham Maslow emphasize an active, favorable or unfavorable role of the environment within the personality development process, that is why environmental factors is used to be considered as significant.



**Fig. 2 Social identity model**

### **Literature Review**

Lifespan personality change in the context of biological, environmental and social outcomes have been noticed by incorporating sensitized approach to fundamental procedures (Geukes et al., 2018). Mental development components in adults are indicated in the neo-socio analytic theory advanced by Specht et al. (2014). The notion of temperament is relevant to the consideration of personality development because it shapes adaptive transactions with the environment that in turn affect psychopathology risk (Rothbart & Ahadi, 1994). More so, personality stability and maturity enhance more frequently as people grow from being young adults, 17-29 years. There is a change that occurs in individuals that has both biogenetic and environmental sources (Hopwood et al., 2011). Self-generated mastery during adolescence may lessen mental health hazards, influenced by social cognition improvement (Andrew et al., 2021). The following sections of this work discuss the complex phenomenon of personality development regarding the psychophysiological, individual, social and environmental factors with special reference to the processes of gradual integration of social interaction language and challenges from early childhood to adult age (Kozlova et al., 2024).

The difference in the personality of various individuals that is as a result of personality development is caused by both social

environment and genetic structure. In areas like the slums this environmental influence plays a role in shaping psychological health and personality (Giannoukou, 2024). The genetic and common environment, not the family environment or parenting, determine aspects like shyness, activity, and IQ while the environment plays a part in shaping a child's personality (Rowe, 1990).

Concerning the research hypotheses, apparent are relationships between EI and PA with personality characteristics as well as awareness of the residents in coastal areas on environmental issues. Research has also confirmed that improved emotional intelligence and specific personality features correlate with raised environmental sensitivity (Ibrahim et al., 2024). The effect of socioeconomic status in adulthood reveals change in the big five personality facets stating the changes occur during aging (Luo et al., 2024). A study on pro-environmental behavior recognizes three main theoretical advancement paths: Of the four areas of research in SCD, the following areas can be identified: development, exploration, and integration of technology (Tian & Liu, 2022). Whereas, in educational research, social capital since Coleman has shifted from the family and environmental influence on the performance of learners to institutional capital and inequality by Bourdieu (Martin & Flores, 2024).

Two polarity models that connected personality development to the quantity of both social relatedness and self-definition affect both healthy and maladaptive development (Luyten & Blatt, 2013). They found that personality is moderately consistent between childhood and adulthood, but continues to be malleable through the course of one's life including the elderly years. Aging also offers many positive consequences, such as improving the per durability makes the person adapt to the surroundings. Personality does not become entirely crystallized, as several life domains lead to both stability and plasticity (Caspi & Roberts, 2001). Trait, state, and adaptation integration is the ability of the personality to be aligned within an individual and his or her environment. This view focuses on the person-environment match regarding distinctive personality development and psychological well-being (Kandler & Rauthmann, 2022).

Self-compassion was also investigated concerning positive psychological characteristics, and negative cognitions in this research. Positive self-acceptance indicated that self-compassion had a positive relationship with happiness, optimist view, and positive personality dimensions and a negative relationship with negative feelings and neuroticism (Nelf, Rude, & Kirkpatrick, 2007). This implies that personality processes and structure can be jointly helpful in explaining behavior. It questions the clarity of linking process with structure and examines how the exchange influences personality (Baumert et al., 2017). Chaddi focused on variations in personality stability and change across the life span in Spain and

the genetic environmental impact of age by utilizing the Swedish adoption study of aging. The research identified both genetic constancy and increased distinction in terms of personality change while identifying overall mean equivalence (Pedersen & Reynolds, 1998).

Furthermore, the results of this study demonstrated that positive affect and positive traits bow the openness and extraversion have positive impacts on life-related outcomes while negative affect and neuroticism have negative impacts on the above-mentioned outcomes (Isik & Uzbe, 2015). The study also investigates personal characteristics, social resources, and nonsocial risk factors for mental health and reveals that personality affects social resources and negative interaction with them, which causes psychological worsening (Lincoln, 2008). The social interaction between parenting style and academic achievement among university students was viewed appropriate outcome (Amna et al.,2024). The role of green HRM on environmental performance and the role of responsibility in leadership was studied and found appropriate outcomes (Jabeen, et al., 2024). The quality of life is studied which concluded improvement positive influence on the quality of life with remedies (Munir, et al.,2024). Gratitude practice has a positive impact on personality development and writing therapy reduces embitterment (Javaid et al., 2024).

### **Objectives**

The main objectives of the study include:

1. To find out the relationship between environmental thoughts and personality development.
2. To check out the effect of society on personality (positive or negative).
3. To check the role played by personalities in the aspect to shaping environmental thoughts and personalities.
4. To examine the effect of various environmental factors on personality development
5. To study the effect of childhood in personality development.
6. To find out the role of education in order to built character.
7. To examine positivity in one's personality against negative thoughts.

### **Research Methodology**

In this research, a qualitative research design was used, and the sampling technique used was convenience sampling. Only students were chosen for this study. Interview data was gathered, from 10 individuals, adopting an interview schedule that aimed to be as unstructured as possible while still providing clear interview topics; interviewees were also informed that the interviewer was taking both notes and an audio recording of the interview. Data analysis involved the use of thematic analysis.

The defined inclusion criteria for this qualitative study in particular explore the connection between thoughts on environment and personality formation among students of any

level and any kind of specializing, mainly in the territory of the province of Punjab, particularly, the city of Faisalabad. The study involved English language only and the participants had to be aged over 18 years.

In this research, the sampling technique applied is non-probability convenience sampling; it is because participants hold no equal probability of being chosen. More precisely, convenience sampling is used, which means that participants are selected only due to their accessibility for research. The research in this study therefore employs a qualitative research paradigm, and the main research technique is interviews. A sample of 10 participants, between the age of 18 and 25 years, was used in the study. University students are the main subject of the research among which the investigation is to be conducted.

The study was carried out on participants, who were relatively ordinary individuals, though students drawn from universities formed the bulk of the participants. To begin with, by consideration of the study objectives, the researchers gave an interview protocol. Secondly, the method of selection is the participant suit for the study and the interview method also. Most of the interviews were also documented on audio with participants being administered by the researchers. In the interview, we introduced ourselves, introduced the purpose of the research, and then posed the questions. The researcher encoded the information by listening to the interviewer. Interview study using semi-structured interviews with 10 participants ages ranging from 18 to 25. People spoke about how they benefited from them and what they learned hence we took notes and videotaped the interviews too. Interviews were recorded and, thereafter, analyzed qualitatively by the researcher under thematic analysis. The researchers were informed that names or any other demographic information were not used in the study.

### **Findings**

The nature of thoughts is also critical to personality formation, environmental thoughts in particular are the subject of research for the current study. In this study, data was gathered through conducting semi-structured interviews. The study focuses on general environmental thoughts with specific attention towards the developmental aspects of personality thoughts; and secondly, factors that may regulate personality and how positively these two components engross each other.

The current study used a qualitative research approach to collect data and thematic analysis to analyze the findings. These themes and subthemes include: the role of family and parenting on environmental thoughts and personality development, the role of educational climate and relationships between teachers and students on the development of personality and environmental thoughts, the significance of traumatic events, stress, and coping on the development of personality, the effects of environmental



thoughts on development of personality. Further, the research explores the possibility of people changing their negative environmental perception in some way and what this does to personality.

The table shows the themes and subthemes with descriptions present below:

**Table 1**

<b>Themes</b>	<b>Subthemes</b>	<b>Description</b>
<b>1. Family and environmental influences</b>	i. Parenting style and environmental thought.	➤ Parenting style impact highly on personality development.
	ii. Siblings and peer influences.	➤ Siblings and fellow groups develop our personality and environmental thoughts.
<b>2. Educational or learning environment</b>	i. Teacher-student interaction.	➤ Teachers and mentors are like role model, influence our personality by shaping our thoughts.
	ii. School culture.	➤ Different school cultures in our society like competitive or supportive, focuses on the development of children.
<b>3. Traumatic event and Stress Management</b>	i. Trauma	➤ Traumas impact personality by providing negative impacts on our thoughts and perception.
	ii. Stress	➤ Stress can be social, academic or family related influence person's thought and personality.
	iii. Resilience	➤ Resilience is the capacity of a person to face difficult problems, simply define strength of character Resilience help to cope up with traumas and stress.

This paper aims at investigating the relationship between environmental thoughts and personality through several major themes and sub themes that capture the personality impact of various elements. In the research semi-structured interviews were conducted with 5 male and 5 female participants aged between 18 and 25 years.

### **Themes of the Study**

Based on the literature review, there are two broad areas of antecedents: family and environment. First, the theme defining sources of personality in terms of family and environment is explored. The work of this theme focuses on the role of familial and peer-related factors in the development of personality and environmental concepts.

### **Parenting Style, Pollution, and Global Warming**

The first of the subthemes is the effect of parenting on personality; more specifically, the parenting of children has great impact on the development of personality. All participants stated that parental appraisal contributed to or affected their personality development. For instance, P1 and P2 said, "My mother's feedback developed my personality positively and also endowed optimism on myself. The opinions of my parents matter much to me while the opinions of such unknown persons don't in any way influence me. As compared to childhood, my personality has also evolved from this environment drastically. Similarly, P9 said, "Yes there are major tones of environmental thoughts that have changed my personality."

### **Sibling and Peer Influence**

The second subtheme explains how children's personalities are shaped by their siblings and peers. Reasons given included both positive as well as negative touch points related to siblings as well as peer groups. For instance, in response to questions P3 and P4 said, 'Peer group pressure plays a big role in shaping my personality; their positive behavior does the same to mine. In childhood, I reacted to what my family and siblings did and what they felt about my actions. Now though, I believe that is not suitable—bad thoughts erode my persona because things are overstated at times. This transcript proves that environmental behaviors shared both by parents and peers modify the personality for the better and the worse.

### **Learning Environment**

The second of these themes focuses on the effects of the educational environment on personality processes. The learning environment gives a formative shape to those little behaviors that lead to the shaping up of a new personality. This theme comprised the following subthemes: the nature of the teacher-student communication and the school environment.

### **Teacher-Student Interaction**

This subtheme concerns itself with the social relationships between the teacher and the learner, especially during the early childhood development stages to their personalities. School teachers were

mentioned by some participants as an important reference and quite a few of them highlighted education. For instance, P4 (M) and P8 (F) called into mention, "After parents, education is a supreme influential factor which plays equal significance in augmenting our personality including our school teachers as well as the environment." But P6 demurred asserting, "I believe schools have limited control over changing a student's personality because they tend to emphasize the grades to the neglect of personality transformation." This has a social implication to argue that close teacher-student interaction is vital for personality development, especially when abstract learning is emphasized to neglect the desired personality growth.

### **School Culture**

This subtheme linkage between school culture that may be either competitive or supportive to personality changes arises. Emphasizing intellect and scholastic performance, while paying insufficient attention to ethical makeup offends personality. In the view of P6, the school system plays a very little role in shaping student personality because they care more about grades than wishes character transformation. This leads to the signal aggravation of a detrimental school climate where competitiveness overwhelming the development of personality.

### **True To Life repression and stress handling**

The third pervasive theme analyses the relation of traumatic experience and stress to personality formation and the role of character in personality consolidation.

### **Trauma and Stress**

Trauma can be defined as a person's reaction to a stressful or a threatening event that culminates to the creation of harm in the person. While stress can be genomic and somatic, it is a psychological and emotional pressure that tends to distort personality. Many participants reported on their examples of how trauma/stress affected them, making their personalities more negative. P4 said, "One's childhood affected one's thoughts about the environment." It seemed to destroy my personality in a way you can hardly imagine. Regarding people's judgment they judge others too much and this made me change from being an extrovert to an introvert and up to now we have not found a way of perceiving things positively. This means that early life stress abuse and trauma impact human development and personality change.

### **Resilience**

Strengthening personality entails the means of recovering quickly from other sorts of challenges or adversity, which is known as resilience. When asked why P10 said that she always pays no attention especially when they seem to have negative things to say to me or people, I expect to disappoint me. Sometimes negative thinking is a different view of the world. This implies that I cannot afford to fail, let alone my parents making me a laughing stock. I would rather stay longer on my own." This statement also

emphasized the ability to withstand negative environmental influence. But it also proves that people can be various in their susceptibility to negative environmental thoughts while it remains true that such influences can affect personality.

Altogether, the present study supports the conclusion that personality change depends both on environmental thoughts and endogenous processes. Thus, despite people's efforts to protect themselves from negative impact, they remain an open spot for family, education, or traumatic experiences. Resilience of defeating impacts further elucidates the function of individual control in modelling personality profiles while however underlining the dominance of environmental pressure throughout the life of an individual.

These themes and subthemes show one of those factors which have a major role in our environmental thoughts in developing our personality. This research carried the interview from 10 participants including 5 males and 5 females age 18 to 25.

### **Discussion**

The current investigation is inclined toward the antecedent activity that is most appropriate in influencing environmental thoughts, which in extension influences the personality of an individual. The chief objective of this study is to investigate the correlation between environmental thoughts and personality. The purpose is to identify how these two factors are connected. This study was carried out with students in the University being the target group of the Faisalabad Pakistan and they ranged between 18 to 25 years of age. Some of the subjects involved science students of specialization, further; most were from public universities enabling us to explore such factors in young adults.

The following are the seven specific objectives of the study Based on the above objectives of the study; this section will present a literature review. The first research question is to establish how the thoughts concerning the environment translate into personality. Conducted research suggests there is a good correlation between these two variables. Perceived adult personality is influenced by multi-factors as discussed in the neo-socio-analytic theory that synthesizes actual research on personality. Data presented in the literature shows that poor individuals experience high levels of stress, anxiety, and depression regardless of their age, sex, or ethnicity, and that, on the other hand, well-off individuals have better mental health than their less well-off counterparts (Powell & Chapman, 2006). According to Harris(1995) parenting style, social class, and personal experiences greatly influence personality.

Another aim includes evaluation of the impact, which society has on personality, whether it is a positive or negative impact. Research evidence suggests that people who have a positive attitude regarding the view of the society are least influenced by a negative view of the society. Societal beliefs therefore have a direct correlation with personality traits in an individual. According to

Isik and Uzbe (2015), it was found out that personalities like openness, and extraversion have a positive impact on life and conversely, personality like neurotics affects life negatively. Moreover, the study gives an understanding of how personality characteristics, social support, and negative interactions affect mental well-being. Social support and negative interactions are found to be mediators of personality and on psychological distress (Lincoln, 2008).

The third objective looks at how families influence thoughts about the environment as well as personality. This is one of the study questions answered, revealing that people with positive parent role models are likely to see things in a positive light. On the other hand, those with an ineffective family model have low levels of resilience as indicated below, Personality statistics focus on how traits and states co-ordinate at the level of the person and their environment and underscore the role of person-environment congruence for understanding individual pattern development and flourishing (Kandler & Rauthmann, 2022).

The next aim is to investigate the specific influence of environment on personality, whether it be positive or negative. This paper confirms that to a very large extent, personality is shaped by environment, but this depends on the family influence and an individuals' character. A study on pro-environmental behavior in 1806 recognized three main theoretical progress paths: affiliated with the three distinct stages of development, exploration and integration. The theory and study show that for a person to actualize changes that are pro-environmental, that person has to have the desire to protect the environment, and this has impacts on their personality (Tian & Liu, 2022). However, personality development depends on the social environment but possesses inherited characteristics; thus, a personality in a human is distinctive. Adverse conditions and especially slum living conditions affect growth and reduced subjective well-being and personality (Giannoukou, 2024).

The fifth objective analyses the influence that childhood has on personality formation. Personality is not fully developed during childhood, but childhood experiences are essential in the development of the qualities that make up personality. As the result, it can be based on the findings that the subjects, who went through disturbances at the time of their childhood, are pre-disposed to embrace negative aspects and develop the evaluation mechanism modifying their personalities. Behavioral genetic research indicates that it is the genes and the environment and not just the family environment or parenting that determine personality variables like shyness, activity, and IQ, while the environment of a child does determine the child's personality (Rowe, 1990).

The second research purpose is to determine whether education plays any part in the development of character in individuals.

These findings suggest that education brings about changes of attitudes in confidence, self-esteem, and other parameters of growth. Peer and family pressure is also considered to affect academic performance as highlighted in the literature reviewed and Bourdieu takes institutional resources and differences into consideration (Martin & Flores, 2024). Through education, not only are academic behaviors developed, but also the direction which one's character takes is shaped since, students undergo certain ordeals in education from the societies and families they belong to. The last goal of this work is to examine positive aspects of personality that can block negative thinking. The present study reveals that people who have positive surroundings particularly favorable familial conditions and positive attitudes towards life will be high in positive self-attributes regarded as positive personality facets irrespective of the prevailing negative milieu. Personal attributes hold moderate cross-sectional stability in empirical studies, including the youth, but remain malleable across the life course. Several participants who failed to cultivate the energy in a positive manner at the beginning may attain mental growth at a later stage of their life. The more exposures that one in particular reaches, the more they embrace either positively or negativity in their character. The work also focused on the relationship between self-compassion and positive psychological characteristics together with negative evaluations. The study further evidenced that self-compassion has a positive association with happiness, optimism, genotype effect on personality, and a negative correlation with negative affect and neuroticism (Nelf et al., 2007).

Accordingly, the study shows that environmental thoughts are greatly influential in the processes of personality formation. Socio, family, education, childhood experiential, and resilience factors as the antecedents work in synergy to influence how the clients perceive and build their personalities over their lifetime.

### **Conclusion**

This research study explored the relationship between environmental thoughts and personality development, with a profound focus on the mechanism through which our personality traits, behaviors, and attitudes can be shaped by environmental thoughts. The study shows a significant link between these two factors. Further, it explains the positive aspects that develop self-worth, self-efficacy, confidence, etc, and negative aspects like criticism, trauma, and rejection which cause psychological disorders like anxiety, depression, etc. Thus, destroys one's self-evaluation. It is necessary for parents, mentors, and teachers they encourage creative, supportive, and as well as nurturing environments that foster healthy personality development.

### **Practical implications**

This study will be useful to know the effect of thoughts of the environment on the growth of personality in a better way. Mental health professionals should consider the importance of

environmental thoughts in personality development especially when they are treating people regarding mental health concerns. Need to develop social policies that provide a positive environment leading to positivity in character, which makes a person resilient, strong and optimistic. Parents and institutions also play important roles by providing a supportive and creative environment thus enhancing the natural abilities in a personality and also improving confidence, trust trust-building capacities, by enhancing decision-making and problem-solving abilities, thus leads develops positivity in one's personality.

### **Theoretical implications**

The current study helps to conduct new research by determining the direction and the role of environmental thoughts in personality development. The finding of this study also supports the social learning theory which provides a profound insight that the personality is developed by observing and imitating other individuals present in our environment. It is recommended to explore studies that would be beneficial to understand the concept of these two factors personality development and environmental thoughts more deeply.

### **Limitations**

Data was collected from a single city in Punjab (Pakistan) so the generalizability of the research is limited. Higher socioeconomic participants were not included. Mostly educational setup is just analyzed. The study was conducted on the participants having a specific age limit between 18 to 25. This study centered on different university students in the same city. The study findings also rely on a specific population and may not generalize to other populations.

### **Suggestions**

Further research can be conducted on the role of environmental thoughts in personality development. It is suggested that future studies should investigate the longitudinal effects of environmental thoughts on personality development, which also include different age ranges of participants not relying upon a specific range. It is better to work on different factors which affect personality development such as individual psychological differences. The study should be conducted on a vast population with different environments that lead to personality development either positively or negatively by using specified factors that help in building environmental thoughts.

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