

## A comparative study of personality among school going and non-school going adolescents

■ VIDYAWATI AND U.V. KIRAN

Received: 15.09.2012; Revised: 29.11.2012; Accepted: 19.12.2012

See end of the paper for authors' affiliations

Correspondence to :

**U.V. KIRAN**  
Department of Human  
Development and Family  
Studies, School for Home  
Sciences, Babasaheb Bhimrao  
Ambedkar University,  
LUCKNOW (U.P.) INDIA  
Email: druvkiran@gmail.com

■ **ABSTRACT** : Personality is what makes a person a unique person and it is recognizable soon after birth. Personality development is the development of the organized pattern of behaviour and attitudes that makes a person distinctive. Personality development occurs by the on-going interaction of temperament, character and environment. The present study was conducted with an objective to identify the personality differences among school going and non-school going adolescents across the gender. The study was conducted on incidental sample 160 adolescents (80 school going and 80 non-school going adolescents). Subjects were administered the Dimensional Personality Inventory devised by Singh and Singh (2002). The results of the study revealed that the significant differences were found among boys and girls, where girls were found to be submissive and boys were assertive. The school environment has greater impact on individual's personality. The results also indicated that highly significant differences were seen in activity, passivity assertiveness, submissiveness, depression, non- depression traits with non-school going adolescents. Where school going adolescents were found to be active, enthusiastic, assertive but suspicious and emotionally instable. The research emphasises the importance of schooling for a better personality.

■ **KEY WORDS** : Personality, Gender, Adolescents

■ **HOW TO CITE THIS PAPER** : Vidyawati and Kiran, U.V. (2012). A comparative study of personality among school going and non-school going adolescents. *Asian J. Home Sci.*, 7 (2): 564-566.

Personality development is the development of the organized pattern of behaviours and attitudes that makes a person distinctive (Allik *et al.*, 2004). Personality development occurs by the on-going interaction of temperament, character, and environment. Personality is what makes a person a unique person and it is recognizable soon after birth. A child's personality has several components; temperament, environment and characters (Bastar, 2007). Temperament is the set of genetically determined traits that determine the child's approach to the world and how the child learns about the world. There are no genes that specify personality traits, but some genes do control the development of the nervous system, which in turn control behaviour. A second component of personality comes from adoptive patterns related to a child's specific environment. Temperament, with its dependence on genetic factors, is sometimes referred to as 'nature' while the environmental factors are called 'nurture'.

While there is still controversy as to which factor ranks higher in affecting personality development, all experts agree that child whether school going or not plays a critical role in the development of child's personality.

Finally, the third component of personality is character- the set of emotional, cognitive and behavioural patterns learned from experience that determine how a person thinks, feels, and behaves. A person's character continues to evolve throughout life, although much depends on born traits and early experience. Character is also dependent on a person's moral development. In 1956, Psychiatrist, Erik Erikson provided an insightful description as to how personality develops based on his extensive experience in psychotherapy with children and adolescent from low; upper and middle- class backgrounds. The socialization process of an individual consists of eight phases, each one accompanied by a 'psychosocial crisis' that must be solved if the person is to manage the next and subsequent phases (Bem, 2009;