

A study on personality assessment of adolescent studying in uni-education and co-education

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ABSTRACT

Personality is the particular combination of emotional, attitudinal and behavioural response patterns of an individual. Personality is made up of the characteristic patterns of thoughts, feelings and behaving that make a person unique. The main purpose of this study was to assess the personality of adolescent studying in uni-education and co-education. 120 female adolescents were randomly selected. A self-prepared interview schedule along with personality inventory was used to elicit the information. The findings revealed that there was no significant difference between the personality of female adolescents studying in uni-education and co-education system.

INTRODUCTION

The term “Adolescent” is derived from the Latin word “*adolescere*” meaning “to grow up”. It is a transitional stage of physical and psychological human development generally occurring between puberty and legal adulthood (age of majority). The period of adolescent is most closely associated with the teenage years, although its physical, psychological and cultural expressions can begin earlier and end later. A thorough understanding of adolescence in society depends on information from various perspectives, most importantly from the areas of psychology, biology, history, sociology, education and anthropology. Within all of these perspectives, adolescence is viewed as a transitional period between childhood and adulthood whose cultural purpose is the preparation of children for adult roles. Adolescent can be defined biologically, as the physical transition marked by the onset of puberty and the termination of physical growth; cognitively, as changes in the ability to think abstractly and multi-dimensionally; or socially, as a period of preparation for adult roles. Major pubertal and biological changes include

changes to the sex organs, height, weight, and muscle mass, as well as major changes in brain structure and organization. Cognitive advances encompass both increases in knowledge and in the ability to think abstractly and to reason more effectively (Parameswaran, 2004).

The term “personality” comes from the Latin word ‘*person*’ meaning ‘mask’ among the ancient Greeks, the actors who mask to hide their identity and to enable them to represent the characteristics they were depicting in the play. This dramatic technique was later adopted by the Romans, and from them we get our modern term personality (Bester, 2008). Personality is the dynamic organization within the individual of those psychological systems that determine the individual’s unique adjustment to the environment (Allport, 1963). Personality is made up of the characteristic patterns of thoughts, feeling and behaving that make a person unique. Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas, understanding individual differences in particular personality characteristics, such as sociability or irritability and the other understands that is how the various

parts of a person comes together as a whole. Personality reflects the characteristics way of thinking feeling and behaviour and embraced in interaction with other people. A co-education school is also very successful in challenging sexist attitudes. Many subjects in secondary school allow for considerable classroom discussion and debate. In a co-education school both, the female and male perspectives are explored in such discussion and this is a very important learning experience for all.

Some co-educational schools are attempting to make the most of the advantage of both single sex and co-educational schooling by introducing separate classes for girls and boys in certain subjects. Some educationalists see this as the optimal solution, as it offers the academic advantages of single-sex education and the social advantage of co-educational schools. It was originally introduced in an attempt to assist girls to achieve in male dominated subjects, and is now being used to address underachievement of male students. This study was conducted to compare the personality of respondents studying in uni- education and co-education. The hypotheses framed for the study were- there exists no difference between dimensions of personality and type of education system and there exists no difference in over all personality of respondents and type of education system.

METHODS

120 adolescent girls (60 from uni-education system and 60 from co-education system) were selected randomly from Lucknow city. The study was carried out in Aminabad (Mahila P.G Collage), South city (Aawashiy Public School), and Banglabazar (Kranti Vidya Mandir) areas of Lucknow city. It was a cross sectional study. Personality Assessment Scale for school student and Dimensional Personality Inventory (D. P. I.) by Hathaway and Mc. Kinley (1951) was used along with self-constructed interview schedule to collect the data. The information collected was tabulated and interpretation was made by using appropriate statistical test (t-test).

OBSERVATIONS AND ANALYSIS

The personality assessment was scored on six dimensions; Activity-Passivity, Enthusiastic-Non-enthusiastic, Assertive-submissive, Suspicious-trusting, Depressive-Non-depressive, Emotional-instability, Emotional-stability. These dimensions were assessed as Mean, SD, t-test according to the score.

Data in Table 1 depict that the mean value related to activity-passivity of respondents studying in uni-education and co-education system was 10.66 and 11.01, respectively.

Sr. No.	Dimensions of personality	Uni-education		Co-education	
		Mean	SD	Mean	SD
1.	Activity-passivity	10.66	3.57	11.016	3.347
2.	Enthusiastic-non enthusiastic	12.75	3.582	12.15	4.112
3.	Assertive-submissive	10.916	4.080	10.116	4.384
4.	Suspicious-trusting	10.83	3.532	2.3	2.602
5.	Depressive-non-depressive	10.05	2.658	6.1	2.549
6.	Emotional-instability emotional –stability	10.633	2.777	5.383	1.616
	Personality	10.97	0.92	7.84	3.83

Sr. No.	Personality	Df	Uni-education	Co-education	t value
			Mean	Mean	
1.	Activity-passivity		10.66	11.016	11.41**
2.	Enthusiastic-non enthusiastic		12.75	12.15	0.86 NS
3.	Assertive-submissive		10.916	10.166	0.76 NS
4.	Suspicious-trusting	118	10.83	2.3	15.5**
5.	Depressive-non-depressive		10.05	6.1	8.58**
6.	Emotional-emotional instability stability		10.633	5.383	12.8**

NS=Non-significant

Particulars	Df	Mean		t value
		Uni-education	Co-education	
Personality	118	10.97317	7.844167	12.52
		0.921627	3.836644	

The mean value of respondents regarding enthusiastic and non-enthusiastic personality trait was 12.75 and 12.15 for uni-education and co-education system. Differences in mean values was noticed related to assertive and submissive personality trait of the respondents of uni-education and co-education system. Significant difference was noticed in the mean score (10.83 and 2.3) obtained on the personality trait, suspicious V/s trusting of respondents studying in uni-education and co-education system. Significant difference was also seen in the mean values obtained on personality traits like depressive V/s non-depressive (10.05 and 6.1) emotional instability V/s emotional stability (10.63 and 5.38) of respondents studying in uni-education and co-education system, respectively. The mean value related to personality of respondents studying in uni-education system was 10.97 and co-education system was 7.84 with their SD as 0.92 and 3.83, respectively. Differences were found in the mean values of different personality dimensions.

Data in Table 2 discuss the difference between type of education systems and result shows that the 't' value for different personality dimensions: enthusiastic, non-enthusiastic and assertive-submissive was found non-significant which means that the Null hypothesis is accepted. The mean value of uni-education system was high. The t value calculated was higher than the t table value for activity-passivity, suspicious-trusting, emotional, instability, and emotional-stability, therefore Null hypothesis was rejected which means there were difference between the above mentioned personality dimensions and type of education system. The findings of this study are at par with the study conducted by Baviskar (2010).

Hypothesis:

There was no difference between personalities of respondents studying in difference education systems:

Table 3 discusses the hypothesis and results showed that the table value of "t" was higher than the calculated t-value which means that the Null hypothesis was rejected, suggesting that there is a difference in personalities of respondents studying in uni-education and co-education system. Results showed that the t-table value was higher than the t-calculated value, therefore Null hypothesis was accepted.

Conclusion:

There was a non-significant difference in the mean score between personality of uni-education and co-education adolescent. It might be due to same facilities, infrastructure availabilities at uni-education school and co-education schools.

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