

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;

Personality theories, Encyclopedia of children health).

Besides the home environment, a child’s school environment too plays a major role in shaping child’s personality. Once a child starts going to school, he learns how to interact and deal with his peers. He comes to know how to engage in playing according to the rules and regulation. He gets educated, learns how to read, write and communicate effectively. A child’s personality is greatly influenced by the way he is treated at school, both by his teachers as well as his peers.

Personality plays an important role in determining not only behaviour of an individual but also influences the overall success and prosperity in life. Interest in personality is as old as inclination. For ages, person’s situation and interaction has played an important role in the development of an individual’s personality. In this context, not only the family environment but also the society and the culture, and education play an important role in the development of an individual.

According to the ecological and social systems approach family and school are important socialization institutions. School offer rich and varied opportunities for exploration which fosters personality in many ways- through classrooms that promote high- level thinking, extra-curricular and community activities that enable teenagers to take on responsible roles. So the present study focuses on the influence of school on the personality of adolescent with an objective to study the personality differences among school going and non-school going adolescents across the gender.

RESEARCH METHODS

Lucknow city was purposively selected to conduct the study. Multistage random sampling technique was adapted to conduct the study. From the existing zones, 2 zones were selected and from each zone, one area was selected using stratified random sampling technique. The devised sample size was computed using the given formula:

$$N = \frac{z^2pq}{e^2}$$

and arrived at a sample size of 160 comprising of 80 school going and non-school going adolescents having equal

proportions of boys and girls. The school going adolescents were selected from identified school from each area. The non-school going adolescents were selected through door to door survey in the identified areas. Gender and schooling (school going and non-school going) were taken as independent variables and personality of the adolescents was studied using Dimensional Personality Inventory (DPI) devised by Singh and Singh (2002). Interview method was adopted to elicit the required information from the sample. The data collected were coded, tabulated and analysed in terms of mean and standard derivation. To test the significance of differences across the adolescents belonging to different groups, t test statistic was applied and analysed at P= 0.05 and 20, 01 levels.

RESEARCH FINDINGS AND DISCUSSION

To compare the personality of school going and non-school going adolescents, boys and girls in the age group of 12-18 years were taken as sample.

The present study concentrated on studying the personality differences among school going and non-school going adolescents. Differences across gender within school going and non-school going adolescents were also studied.

The data presented in Table 1 and Fig. 1 indicate non-significant differences in personality across gender among non-school going adolescents. Whereas among school going adolescents, significant differences were found among boys and girls when in girls were found to be submissive and boys asserting, this may be due to the reason that in Indian society, the girls when sent out and are taught to be submissive rather

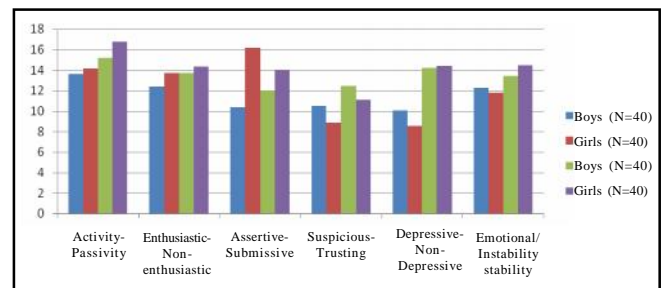


Fig. 1 : Comparison of personality traits among school going (SG) and non-school going (NSG) across gender

Table 1 : Comparison of personality traits among school going (SG) and non-school going (NSG) across gender

Sr. No.	Personality	SG(n=80)		t	NSG(n=80)		t
		Boys(n=40)	Girls(n=40)		Boys(n=40)	Girls(n=40)	
1.	Activity-passivity	13.62±3.4	14.15±2.3	0.98 NS	15.17±5.2	16.75±3.0	1.66 NS
2.	Enthusiastic-non-enthusiastic	12.42±3.7	13.7±4.8	1.32 NS	13.7±6.34	14.32±5.5	0.696NS
3.	Assertive-submissive	10.35±3.3	16.2±2.1	9.28**	12.02±6.2	13.95±5.5	1.33NS
4.	Suspicious-Trusting	10.5±4.4	8.85±4.8	1.60 NS	12.47±6.5	11.1±6.4	1.31 NS
5.	Depressive-Non-depressive	10.07±3.8	8.57±4.6	1 NS	14.2±5.4	14.4±4.9	0.165NS
6.	Emotional/instability stability	12.25±4.3	11.82±4.3	1.47 NS	13.45±5.7	14.45±7.0	0.41NS

** - Highly significant, NS=Non-significant

Table 2 : Differences in personality traits among school going and non-school going adolescents

Sr. No.	Personality	SG(N=80)	NSG(N=80)	t
1.	Activity-Passivity	13.88±2.9	15.96±4.3	3.2**
2.	Enthusiastic-Non-enthusiastic	13.06±4.3	14.01±5.9	0.826NS
3.	Assertive-Submissive	10.17±3.5	12.98±5.9	2.282**
4.	Suspicious-trusting	9.67±4.6	11.78±6.4	1.66 NS
5.	Depressive-non-depressive	9.35±4.3	14.33±5.1	6.59**
6.	Emotional/Instability stability	12.03±4.3	14.11±6.44	9.863**

** - Highly significant, NS=Non-significant

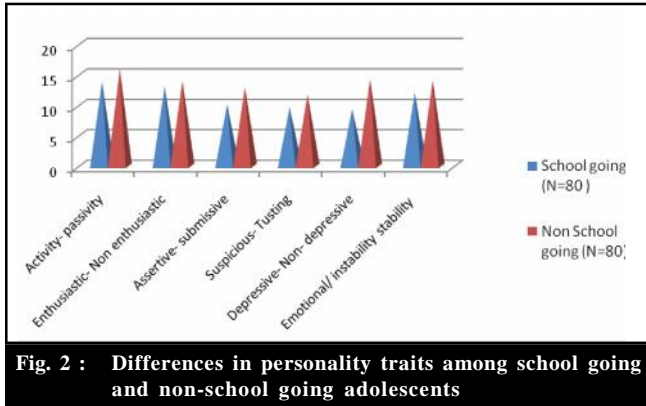


Fig. 2 : Differences in personality traits among school going and non-school going adolescents

assertive in many things. Across all other traits, no significant differences were seen among boys and girls, where boys were found to be more active, enthusiastic, trusting, non-depressive and emotionally stable and girls’ being more passive, suspicious, depressive and emotionally instable.

School environment has an impact on an individual’s personality, whether positive or negative, depending on the perception of that particular individual. Adolescence is a phase of various changes and whether one going to school or not will definitely have an impact on their personality. From Table 2 and Fig. 2, it is evident that highly significant differences were found among certain traits across school going and non-school adolescents.

Highly significant differences were seen in activity-passivity, assertiveness/ submissiveness, depressive/ non-depression traits with non-school adolescents to be passive, non-enthusiastic, submissive, trusting and non-depressive, whereas school going adolescents were found to be active, enthusiastic, assertive but suspicious and emotionally instable.

The results indicated that the school was having a positive impact on one hand making them active and enthusiastic, on the other hand, the children trusted less and they were not emotionally stable.

Conclusion:

Adolescents age is the crucial period of a person’s life, where in the major transitions of life occur during this period. As well, it is the period when the bases for majority of the personality parameters are framed. It can be concluded from the present study that the schooling does have an effect on this personality. It was observed that the traits were higher in non-school going adolescents than school going adolescents.

Authors’ affiliations:

VIDYAWATI, Department of Human Development and Family Studies, School for Home Sciences, Babasaheb Bhimrao Ambedkar University, LUCKNOW (U.P.) INDIA

REFERENCES

Allik, J., Landrace, K. Realo, A. Plmann, H. (2004). Personality Development from 12 to 18 years of change in mean levels and structure of traits. *European J. Personality*, **18** : 445-462.

Berk, L.E. (2008). *Child Development*, 7th Ed., Pataparganj Delhi 110092, ISBN-978-81-317-0685-5; pp- 450-453.

Bester, G. (2007). Personality Development of adolescent; Peer group versus Parents. *South African J. Edu.*, **27**: 177-190.

Hurlock, B.E. (2002). Development psychology- A life- span approach. 5th edition, , No. -5, New Delhi: 110053, MC Graw- Hill Publishing company limited, pp- 421-423 pp, 252 Mehta, m. Prachimaheshwari and Kumar Vineeth V. 2008 ‘Personality patterns of higher secondary boys across different demographic groups’ *J. Indian Academy Applied Psychol.*, **34**(2):295-302.

Menders, A.W., Schlte, J.H.R., Janssen, M.A.J. and Bruyn, J.E. (2006). Adolescent Personality, problem behavior and the quality of the parent- adolescent relationship. *European J. Personality*, **20**: 237-254.

WEBLIOGRAPHY

<http://www.healthofchildren.com/P/Personality-Development.html>
