

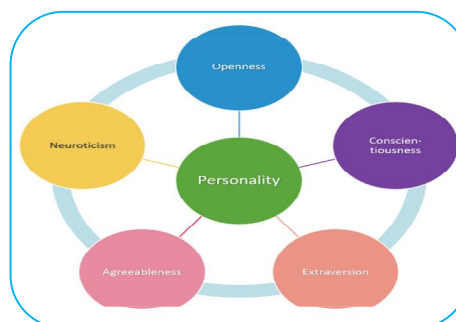


## PERSONALITY CHARACTERISTICS AND ADOLESCENTS

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### ABSTRACT

The present study is an attempt to examine certain personality characteristics among male and female adolescents. The sample will be consisting of total 400 subjects including two groups i.e. 200 male and 200 female adolescents. The educational status and nativity of the subjects will be controlled to a certain extent i.e., educational status 7 + (School education), age range between 13-16, and all adolescents of urban population. For the statistical analysis descriptive statistics and t test are used. Psychological test Sinha's Differential Personality Inventory (SDPI) is used for this study. This test is developed and standardized by Arun Kumar Singh & Ashish Kumar Singh. There is a significant difference on Responsibility, Emotional stability, Friendliness, Ego strength and Dominance personality characteristics of male and female adolescents. There is no significant difference between male and female adolescents on personality characteristics of decisiveness and curiosity.



**KEYWORDS:** personality characteristics, male and female adolescents.

### INTRODUCTION

When you talk about someone's personality, what do you really mean? Have you ever heard everyone say different answer? You may not have heard exactly those words, but you can see what we're suggesting. In contrast to psychologists' use of the term, when the average person uses the term, "personality" has a variety of meanings, each unique to the situation in which it appears. Many different descriptions are possible, but when most people use the term "personality," they are using it for one of two purposes. In several of the examples we just gave you, personality is labeling an obvious feature. Someone is sweet, or introverted, or shy, or aggressive. Of the many things that a person may be, we often identify him or her in terms of the single characteristic that is most obvious. The impression we make on people may be used by them to label our "personality." But there's another way in which most of us use the term "personality," and that is to indicate a more general kind of skill in representing ourselves to others. Someone who works as a receptionist or as a telephone operator or in a front office sales job is often thought qualified for the job because he or she has "a lot of personality." What's really being said here? Maybe it's just that such people can get along well with other people. Some of the traditional ads offering courses in personality are really offering little more than help in improving your skills in meeting, greeting, and working with others. And yet it's training identified as "improving your personality" or "allowing you to reach your full potential."

The study of personality has a broad and varied history in psychology, with an abundance of theoretical traditions. The major theories include dispositional (trait) perspective, psychodynamic, humanistic, biological, behaviorist and social learning perspective. There is no consensus on the definition of "personality" in psychology. Most researchers and psychologists do not explicitly identify themselves with a certain perspective and often take an eclectic approach. Some research is empirically driven such as the "Big 5" personality model whereas other research emphasizes theory development such as psychodynamics. There is also a substantial emphasis on the applied field of personality testing. In psychological education and training, the study of the nature of personality and its psychological development is usually reviewed as a prerequisite to courses in abnormal or clinical psychology. It is not possible to go into all the ways in which you can develop an engaging personality in one short Hubpage. Volumes have been written on the Personality.

The study of personality has a long history. For example, Plato, Aristotle, Descartes, and Machiavelli, among numerous other philosophers and writers, explored human personality in their works. Many of their books reveal compelling insights into the human psyche. Modern theorists to a large extent echo the theories set forth by these earlier thinkers.

### OBJECTIVES

To investigate the following personality characteristics of male and female adolescents.

- ✓ Decisiveness
- ✓ Responsibility
- ✓ Emotional stability
- ✓ Friendliness
- ✓ Ego strength
- ✓ Curiosity
- ✓ Dominance

### HYPOTHESES

1. There will be significant differences on following personality characteristics of male and female adolescents.
  - Decisiveness
  - Responsibility
  - Emotional stability
  - Friendliness
  - Ego strength
  - Curiosity
  - Dominance

### Participants:

For this research work a random sampling technique is used. The sample will be consisting of total 400 subjects including two groups i.e. 200 male and 200 female adolescents. The educational status and nativity of the subjects will be controlled to a certain extent i.e., educational status 7 + (School education), age range between 13-16, and all adolescents of urban population.

### Variables

In the present study two variables are included. Personality characteristics is the dependent variables and adolescents is an independent variable.

### Research Design

Present study is comparative study. For this study descriptive statistics is used. Purposes of comparisons in two group independent sample t test statistical techniques are used.

**Psychological Devises:****1) Sinha's Differential Personality Inventory (SDPI):**

This test is developed and standardized by Arun Kumar Singh & Ashish Kumar Singh. The test consisted of 150 Items. The subjects were required to respond to each item in terms of 'True' OR 'False'. The scoring is done of help of the scoring stenons prepared separately for the all ten personality areas on ten scoring key. When a response of an item given by the testee tallies with the response of item given in the scoring key

Singh's Differential Personality inventory (SDPI) has both test-retest reliability and internal consistency reliability were calculated. For calculation test-retest reliability the test has been administered twice with a gap of 14 days on unselected sample of 100. The test-retest reliability coefficient range from .37 to .86 which were high and significant indicating that the different dimensions of the scale have sufficient temporal stability. Likewise, the internal consistency reliability has been calculated by both odd-even method s well as first half vs. second half method. All reliability coefficients have been presented following table.

**Test-retest reliability coefficient and internal consistency reliability coefficient for different dimensions of the scale**

Dimensions	Temporal stability coefficient	Internal consistency coefficients (whole length)	
		Odd-even	First-half Second-half
Decisiveness	.78	.82	.83
Responsibility	.81	.84	.82
Emotional Stability	.80	.89	.87
Masculinity	.86	.86	.85
Friendliness	.77	.90	.89
Heterosexuality	.75	.83	.84
Ego-strength	.82	.84	.84
Curiosity	.84	.83	.82
Dominance	.73	.85	.84
Self-concept	.78	.88	.87

All correlation coefficients were significant ( $p < .01$ )

Singhs Differential Personality Inventory (SDPI) has been validated against a number of criteria. In doing so, the scale yielded highly satisfactory validity. Some of the important criterion against which the scale has been validated are presented below.

It has been validated against the scores of Bell Adjustment Inventory as adapted by Mohsin and Shamshad (1970). The obtained correlation coefficients between each ten dimension as well as five areas of Bells Adjustment Inventory were negative which ranged from -.02 to -.77. Some of the values were significant at or beyond .01 levels. Inventory also yielded satisfactory validity coefficients against some ratings. It has also been validated against a number of personal and biographical variables. Most of the chi-square values were significant at or beyond .05 and .01 level which, themselves, provided evidence for high validity of the scale.

Statistical analysis

**Table No. 1**  
**Mean, SD and F values for Gender on Personality Characteristics**

Dependable Variables	Male		Female		T	Significant
	Mean	SD	Mean	SD		
Decisiveness	11.15	1.94	11.41	1.41	2.50	NS
Responsibility	10.02	2.15	11.17	1.92	32.88**	0.01
Emotional stability	10.94	2.33	10.35	2.62	6.47*	0.05
Friendliness	10.27	2.21	9.39	2.25	16.03**	0.01
Ego strength	9.49	2.13	10.26	1.85	14.68**	0.01
Curiosity	10.59	1.87	10.24	2.30	2.77	NS
Dominance	10.94	1.63	10.36	2.13	10.81**	0.01

**Figure No. 2**  
**Showing Mean & SD values for Gender on Personality Characteristics**

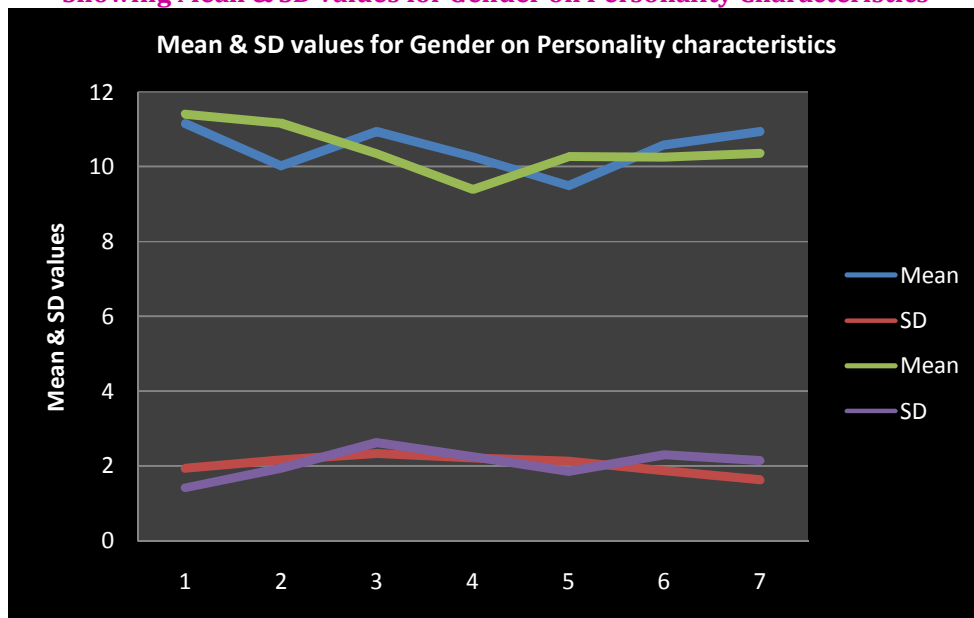


Table No.1 and figure No. 2 illustrate the mean, standard deviation and t values for gender (Male & Female) of Adolescents on personality characteristics i.e. Decisiveness, Responsibility, Emotional stability, Ego strength, Curiosity and Dominance. It can be observed from the table and figure 1 and 2 that the scores of male and female adolescents on personality characteristics scores obtained as decisiveness male adolescents obtained M=11.15 & SD= 1.94 and female adolescents M=11.41 & SD=1.41 which is not significant at 0.05 level of confidence the t value is 2.50 (p>0.05). It means that the **male and female adolescents not differ on decisiveness personality characteristic**. The responsibility scores for male is M= 10.02 &SD=2.15 and Female M=11.17 & SD 1.92 which significant at both level of confidence the t value is 32.88 (p<0.01). The results revealed that the **male and female college student's significantly differ on responsibility; the female adolescents having more responsibility than the male adolescents**. The emotional stability scores for male and female adolescents are M=10.94 &2.33and M=10.35& SD 2.62 respectively which is significant at 0.05 level of confidence the t value is 6.47 (p<0.05).its means **male adolescents having significantly more emotional stable than the female adolescents**. The friendliness personality characteristics score for male and female adolescents are the Mean & SD value=10.27 & 2.21 and M=9.39 & 2.25 respectively

which is significant at 0.01 level of confidence; the t value is 16.03 ( $p < 0.01$ ) which means the **male and female adolescents significantly differ on friendliness personality characteristics: the male adolescents is more friendliness than the female adolescents**. The ego strength score for male and female adolescents are  $M=9.49$  &  $SD=2.13$  and  $M=10.26$  &  $SD=1.85$  which significant at both level of confidence; the t value is 14.68 ( $p < 0.01$ ) which mean the **female adolescents significantly high ego strength as camper as male adolescents**. The curiosity scores for male obtained  $M=10.59$  &  $SD=1.87$  and female adolescents  $M=10.24$  &  $SD=2.30$  which is not significant at both level of confidence. The last personality characteristic dominance Mean, Standard deviation and F values for male and female adolescents are  $M=10.94$  &  $SD=1.63$  and Mean  $10.36$  &  $SD=2.13$  respectively which is significant at both level of confidence; the t value is 10.81 ( $p > 0.01$ ). It means that the **male adolescents are more dominance personality than the female adolescents**. There significant differences between male and female adolescents on their dominance personality characteristics.

Bino Paul and others (2010) says that there is not much difference between male and female in terms of dealing with issues such as group activity discussion, keeping oneself calm and taking leadership initiatives. It also decides the adjustment because if a person is more outgoing or participating in nature, will most likely adjust better. (Mary Eillen 2003) But the researcher is in the opinion that the difference may be attributed to the individual difference as well as the family background of the student.

MohdKatharia (2011) reported that the there is significant difference on the factors B,E,F,G and I of personality characteristics of male and female higher secondary students. In one of the finding of the Baseline survey of two rural Marathi medium schools in Maharashtra by TISS, India (2010) point out at existing gap in learning system between schools and also between female and male students of Middle school; under gender wise classification, clearly indicates that there is not much difference between female and male in terms of dealing with issues such as group activity, debates and discussion, keeping oneself calm, and taking leadership initiatives. The capability of doing things better category however signals out a certain level of difference between male and female students.

### CONCLUSION:

There is a significant difference on Responsibility, Emotional stability, Friendliness, Ego strength and Dominance personality characteristics of male and female adolescents. There is no significant difference between male and female adolescents on personality characteristics of decisiveness and curiosity.

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