

**A STUDY OF PERSONALITY PROFILES AMONG THE ADOLESCENT BOYS AND GIRLS**

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**Abstract**

*This paper is an attempt to study the personality profiles of adolescent boys and girls of Anantnag District of south Kashmir. Out of eleven educational zones of Anantnag, one educational zone i.e., Anantnag was randomly selected. A total of 200 adolescent respondents, comprising of 100 male and 100 female students were obtained through random sampling technique. To assess the personality of the respondents R.B Cattell's personality Questionnaire (14-HSPQ) test was administered on the selected 200 respondents. In order to study the mean differences between boys and girls with respect to various dimensions of personality, t-test was used and the obtained results are interpreted and discussed. The findings of the study reveal that there are certain personality profiles among the adolescent boys and girls which can be improved. In order to improve them the investigators provided some of the inferential suggestions at the end of the paper.*

**Key words:** Adolescents, Education and Personality.

**Introduction**

The transition between childhood and full adulthood is a critical developmental period shaped by individual, familial, social, and historical circumstances. The central task of this age period is nearly universal: to become ready to assume the major roles played by mature members of the social group (Larson, et al., 2002). Typically, after some period of "adolescence," the individual is expected to contribute to society by fulfilling adult roles. In some cultural groups and societies, the transition to adulthood is fixed and relatively predictable, whereas in other societies, this transition can be ambiguous and lengthy. School environment is one such context that has its significance on the development of the adolescents. A school environment is significant because beyond the home environment, the teachers in school play a central role in shaping the personality of the students. Therefore, just as the adolescents are benefited by the teachers support in achieving autonomy in school. Children in open environments where autonomy is encouraged develop more positive attitudes and they tend to enjoy school life much better (Hedges et al, 1981). There is a better growth and autonomous development of adolescents in the school environments that are well regulated, organized and where the decision making capacities are enhanced. School environments that provide connectedness and support influence the autonomous orientations among the adolescents.

**Education and Personality**

The modern aim of education is the wholesome, balanced or harmonious development of the personality. Educationist and psychologists are busy in building harmonious personality of an individual. Thus personality is the apex and crux of psychology and education. All knowledge of psychology and education is ultimately related to understanding or development of personality. Anthropologists and later psycho-analysts, psychologists and psychiatrists became fascinated with the role that individual personality played in understanding the similarities and differences between societies and social system. Joined subsequently by the sociologists and political scientists, they developed the first major cumulative body of theory and research on social structure and personality. The individuals living in the societies with cultures



different from our own showing quite distinctive personality characteristics is evident from even slight acquaintances with person from other societies.

Historians' writers of literature long ago began commenting on variations in traits, attitudes, habits and values of the people in different parts of the world. Cultural anthropologists have followed up the observations of traders and missionaries to give us fuller pictures of differing non-literature cultures. Variation in personality may derive from different sources. On the one hand, we have original nature and its modifications. These include both physical and psychological components, like variations in neuromuscular glandular make up of individuals, differences in bodily build or physique, heredity as well as in maturation, diet and disease. Moreover, there are the biological foundations of age and sex differences which are important in all societies. Culture provides, however, the content and direction which they, will take as they operate in the interactional matrix. In the second place, personality variations may derive from those elements in experience which are common to members of those elements in experience which are common to members of some particular society or group but differ from elements common to others. These common experiences are the roots of the basic personality. Then, there sub—cultural elements may relate to sex, age or class structure and other factors influencing, adaptation. Age is an important constitutional factor with respect of personality.

### **Need and Importance of the Study**

The study of personality profiles is an interesting commitment. The study of personality profiles like any other psychological discipline is perused with the idea that it will ultimately lead to the greater understanding of the forces that control the human behavior. As ethnographers dispersed themselves throughout the world in the early twentieth century they were struck by the cultural relativity of human behavior and social organization. The differences between individuals who are members of different cultures, like the individuals within a culture, are almost entirely to be laid to differences in conditioning especially during early childhood and the form of this conditioning is culturally determined standardized personality differences between the sexes of this order is cultural creation to which each generation, male and female is trained to conform" (Mead, 1935).

Looking back at the considerable number of studies conducted in the field of personality, it is quite obvious that very little effort has been undertaken in terms of research studies on personality profiles of adolescent boys and girls. The review of literature also highlights that most of the studies have been carried on variables like values, aspiration, adjustment, motivation level, aptitudes and achievement motivation of adolescents etc. Very few research studies till date has been reported on personality profiles of adolescent boys and girls. The current study will through light on the personality profiles of adolescent boys and girls. The present study will help the teachers, guidance specialists, general clinical and researchers to understand the personality profiles of adolescent boys and girls.

### **Objectives of the study**

This objective of this paper is to study the personality profiles of adolescent boys and girls of district Anantnag, and to find out the mean difference among the adolescent boys and girls on various dimensions of personality as defined by R.B Cattell's Questionnaire (14-HSPQ).

### **Methodology**

A survey based methodology has been adopted to collect the data from the adolescents of district Anantnag. In order to obtain a suitable sample following steps were followed.

### **Sample**

Out of eleven educational zones, one educational zone, Anantnag, was randomly selected for the selection of sample. Four high schools were randomly selected for the selection of sample subjects. A total of

200 adolescent respondents, comprising of 100 male and 100 female students were obtained through random sampling technique.

#### Instruments used

The data was collected with the help of R.B Cattell's Questionnaire (HSPQ). The test was administered on 200 respondents without any time limit.

#### Statistical analysis

t-test was applied in order to obtain the Mean difference between adolescent boys and girls.

**Table - 1**

**Showing the calculated mean, SD, and t-value**

S. No	Personality factor	Factor	Group	N	X	S D	T	Sig.
1	Reserved Vs Warm Hearted	A	Male	100	10.25	2.42	2.82	S*
			Female	100	9.460	1.98		
2	Less intelligent Vs More intelligent	B	Male	100	6.850	0.47	1.57	N.S
			Female	100	6.740	0.57		
3	Affected by feelings Vs Emotionally stable	C	Male	100	11.50	2.28	0.90	N.S
			Female	100	11.20	2.54		
4	Undemonstrative Vs Excitable	D	Male	100	10.86	2.60	0.27	N.S
			Female	100	10.96	2.67		
5	Obedient Vs Assertive	E	Male	100	6.290	2.69	2.02	S*
			Female	100	5.600	2.26		
6	Sober Vs Enthusiastic	F	Male	100	11.02	2.13	0.19	N.S
			Female	100	10.96	2.61		
7	Disregards rule Vs Conscientious	G	Male	100	14.53	2.51	2.11	S*
			Female	100	15.25	2.60		
8	Shy Vs Adventurous	H	Male	100	13.37	2.51	2.52	S*
			Female	100	12.46	2.74		
9	Tough-minded Vs Tender-minded	I	Male	100	11.86	2.62	4.36	S**
			Female	100	13.52	3.03		
10	Zestful Vs Circumspect individual	J	Male	100	9.350	2.32	3.90	S**
			Female	100	8.140	2.33		
11	Self-assured Vs Apprehensive	O	Male	100	7.240	2.68	0.18	N.S
			Female	100	7.170	2.87		
12	Sociably group dependent Vs Self-Sufficient	Q2	Male	100	11.43	2.59	4.47	S**
			Female	100	9.910	2.64		
13	Uncontrolled Vs Controlled	Q3	Male	100	11.97	2.64	4.52	S**
			Female	100	13.60	2.72		
14	Relaxed Vs Tense	Q4	Male	100	11.86	2.85	4.40	S**
			Female	100	13.49	2.58		

\*Significant at 0.05 level of confidence \*\* Significant at 0.01 level of confidence

#### Analysis, Interpretation and Discussion

For the measurement of personality profiles of adolescent boys and girls 14HSPQ was employed and the calculated values are presented in the table 1. The table also shows the means, SD and the

calculated value of t-test for the better understanding and clarification of the personality profiles of the adolescents.

From table -1 it becomes clear that on factor 'A' (Reserved Vs Warm hearted) shows the mean difference of (2.82) between adolescent boys and girls which is statistically significant at 0.01 level of confidence. This means that the adolescent boys are warm hearted, out-going, easy-going and participating. They are rated as good natured, attentive to people and trustful. But their easy-goingness means that their promises do not always mean as much as those of girls on the other side adolescent girls are reserved, detached, critical, aloof and stiff. They are precise and dependable in their work, but their aloofness and stiffness is not so attractive socially. The results on factor 'A' are in an expected direction as males in Kashmir due to socio-cultural influences are mostly outspoken. They speak boldly and are friendly to everyone. They have tendency to make relationship between themselves and the outside world. The females on the other side do not speak boldly. They are not exposed to social situations.

From table -1, it becomes clear that on factor 'B' (Less intelligent Vs More intelligent), the mean of adolescent boys (6.85) is slightly more than the mean of adolescent girls (6.74). But the mean difference between two groups is not statistically significant. So, no decision can be made as two groups do not differ significantly from each other on this factor.

On factor 'C' (Affected by feelings Vs Emotionally stable), the table 1 depicts that the mean of adolescent boys (11.5) in comparison to girls (11.2) is not statistically significant, so no decision can be made about factor 'C'.

The perusal of table -1 depicts that the mean difference between adolescent boys and girls is (0.27) on factor 'D' (Undemonstrative Vs Excitable) and is not statistically significant, so, no decision can be made regarding factor 'D'.

From the same table it becomes obvious that on factor 'E' (Obedient Vs Assertive), the mean of adolescent boys (6.29) is more than the mean of adolescent girls (5.6) and was found to be statistically significant at 0.05 level of confidence, as the t-value is (2.02) indicating that the adolescent boys are assertive, competitive, aggressive, stubborn and dominant. On the other side the adolescent girls are obedient, mild, easily led, accommodating and submissive. They are humble and dependent. The results are in expected direction, usually males are assertive than females. Females in our society which is somehow male dominated. Women in our society are humble, obedient as the cultural legacy of Kashmir facilitates them to be humble, obedient and accommodating.

Table -1 makes it evident that the mean of adolescent boys (11.02) and the mean of adolescent girls (10.96) on factor 'F' (Sober Vs Enthusiastic) are not statistically significant, so, no decision can be made about factor 'F'.

From table -1 it is evident on factor 'G' (Disregards rule Vs Conscientious); the mean of adolescent girls (15.25) is more than the mean of adolescent boys (14.53) and the difference has been found statistically significant at 0.05 level of confidence, as the t-value is (2.11) indicating that the adolescent girls are conscientious, persistent, have strong super ego. This means that adolescent girls are guided by what conscience says is right or they act uprightly according to their conscience. They are sober and have high opinion of themselves. While the adolescent boys disregard neglect the rules and regulations and do not obey. The results on factor 'G' are on expected lines as males in Kashmir are given more freedom at home. Parents give undue importance to boys than girls with the result they became pampered and do not bother to obey the rules as compared to girls.

From the table -1 it becomes clear on factor 'H' (Shy Vs Adventurous), the mean of adolescent boys (13.37) is more than the mean of adolescent girls (12.46). The mean difference has been found statistically

significant at 0.05 level of confidence, as the t-value is (2.52) indicating that the adolescent boys on factor 'H' are adventurous. "Thick-skinned", socially bold. On the other side the adolescent girls on factor 'H' are shy, Timid, and threat-sensitive. Thus, it becomes clear that the adolescent boys are sociable, adventurous, bold, ready to try new things and are spontaneous. Their "Thick-skinned" enable them to face wear and tear in dealings with people and grueling emotional situations, however, they can be careless of detail, ignore danger signals. On the other side females are shy, threat-sensitive and they feel difficulty in expressing themselves. They prefer one or two friends to a large group. The results of the study on factor 'H' are in an expected direction. Females in the socio-cultural perspective in Kashmir are always encouraged to be less sociable. Parents also reinforce the shy behavior of their girls in comparison to their boys. Therefore due to environmental influences females tend to be shy in comparison to males. Males are sociable and bold, because this behavior on their part is not discouraged by their parents.

From table -1 it is evident on factor 'I' (Tough-minded Vs Tender-minded); the mean of adolescent girls (13.52) is more than the mean of adolescent boys (11.86). The mean difference has been found statistically significant at 0.01 level, as the t-value is (4.36). Indicating that the adolescent girls are tender-minded, sensitive, clinging, over-protected. The adolescent boys on the other hand are tough minded and it is fact known all over the world. Because of their forbearance, tolerance and patience they are being appointed for nursing jobs, air-hostess and kindergarten teachers. It is due to this fact that pre-primary and primary educational institutions females are preferred to males because, they can supplement the mother and take more care of the students than males.

It is obvious from table -1 that on factor 'J' (Zestful Vs Circumspect individual). The mean of adolescent boys (9.35) is more than the mean of adolescent girls (8.14) and the mean difference has been found statistically significant at 0.01 level, as the t-value is (3.90). Indicating that the adolescent boys are zestful like group action. This means that the adolescent boys enter into some work with interest. They like the group work and do the work with full energy. While the adolescent girls are circumspect, individualism, reflective, internally restrained. This means that the adolescent girls do not like to work in groups and prefer to work individually. The results on factor 'J' are in an expected direction. Males in the socio-cultural perspective in Kashmir always expose themselves in their full capacity. They cultivate their own way under difficult conditions and go through stressful events. Females do not expose themselves in their full capacity. They remain preserved and are not encouraged to work in groups and are usually encouraged to remain individual. With the result they remain internally restrained.

From table -1 it becomes clear that on factor 'O' (Self-assured Vs Apprehensive); is statistically insignificant. So, on decision can be made, as the two groups do not differ significantly from each other.

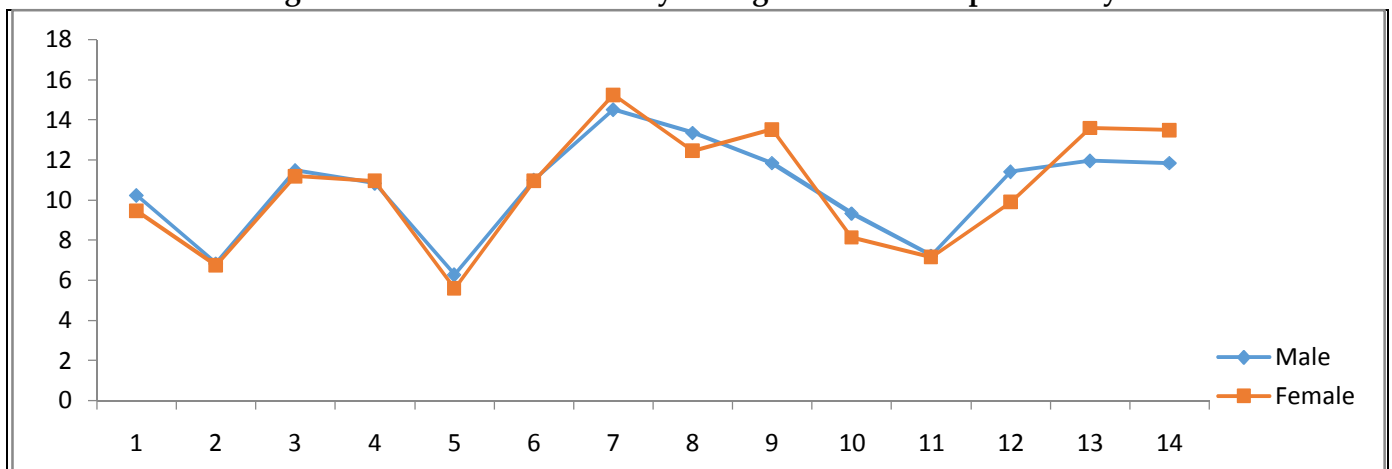
From the table -1 it becomes clear that on the factor 'Q2' (Socially dependent Vs Self-sufficient); the mean of adolescent boys (11.43) is more than the mean of adolescent girls (9.91). The difference has been found statistically significant at 0.01 level, as t-value is (4.47). Indicating that the adolescent boys on factor 'Q2' are self-sufficient, prefer own decisions, resourceful. This means that adolescent boys do not rely on others while fulfilling their desires and they make every possible effort to materialize their wishes by the source they have within their reaches. On the other side adolescent girls are sociably group dependent, a "joiner" and sound follower. They are submissive and obedient. The results on factor 'Q2' are in an expected direction. Males in the socio-cultural perspective in Kashmir are always self-sufficient. Our society is somehow male dominated. They are not much answerable before others and they feel resourceful. Females in our society are always dependent. Even the home and social atmosphere facilitates them to remain group dependent.

It is obvious from table -1 on factor 'Q3' (Uncontrolled Vs Controlled); the mean of adolescent girls (13.6) is more than the mean of adolescent boys (11.97). The mean difference has been found statistically significant at 0.01 level, as t-value is (4.52). Indicating that the adolescent girls are controlled, socially precise, self-disciplined and compulsive, follows own urges, careless of social rules, have low integration. They are careless of social rules. The result on factor 'Q3' are in expected direction. Males in the socio-cultural perspective in Kashmir are more or less undisciplined. They reject the norms of the society. Females are usually disciplined and act according to the norms of society as well. They hardly act against the social norms and rules.

From the table -1 it becomes clear that on factor 'Q4' (Relaxed Vs Tense) the mean of adolescent girls (13.49) is more than the mean of adolescent boys (11.86). The mean difference has been found statistically significant at 0.01 level, as t-value is (4.40) indicating that the adolescent girls are tense. They are frustrated and fretful. Extremely high tension level may disrupt school work and performance. On the other side the adolescent boys are relaxed and tranquil. They are frustrated and composed. They are relaxed about the things.

The results of the present study depicted in table 1 are further sustained by the figure 1. There is an obvious difference between adolescent boys and girls on personality factors A, B, C, D, E, F, G, H, I, J, Q2, Q3 and Q4. But the differences are statistically significant on the factors A, E, G, H, I, J, Q2, Q3 and Q4.

**Figure - 1**  
Showing the difference between boys and girls on various personality factors



The results of Table -1 and Figure -1 as discussed and analyzed above, are in line with the results of Bhatt (1990), Bharagava and Saxena (1997) Eysenk, Sybilli and Krozeny Jiri (1991), Kakkar (1964), Srivastava (1988) and Arunima (1989)

Bhatt (1990) found that non-problematic female group had higher ego strength than the female problematic groups. Bharagava and Sexana (1997) found that the adolescents of both the sexes differ significantly on emotional construction and difficulty in establishing close personal relationships, abundance of creativity impulses and dependency and degree of empathy and anxiety concerning bodily function. Eysenk, Sybilli and Jiri (1991) compared the personality of Czech and English subjects 1416 males, 1496 females Czech and 1395 males and 1502 females UK. Factor analysis indicate that psychotism P, extroversion E, neuroticism N, Social desirability S D were applicable to both populations. Czech scored higher than their U K counterparts a Psychotism P and Social Desirability S D, but lower on Extroversion E. Only females differ on Neuroticism N, with U K fellows scoring higher than Czech females. Kakkar (1964) found that boys were to be more aggressive and curious while the girls were shy, will drawn and nervous.

Srivastava (1988) and Arunima (1989) both found boys to be more aggressive than girls. Keeping in view the results of all the studies mentioned above it can be asserted that the adolescent boys and girls differ significantly from each other on some personality factors. The results of the present study are in expected direction.

### Conclusion

The present study through different stages of investigation arrived to the following conclusions, which were the results of systematic statistical methods as well as qualitative analysis of the data.

1. The adolescent boys are warm hearted, outgoing, easy going and participating. They are rated as good natured, attentive to people and trustful. While the adolescent girls are reserved, detached, critical aloof and stiff. The adolescent girls are precise and dependable in their work.
2. The adolescent boys are assertive, competitive, aggressive, stubborn and dominant. They tend to be competitive and dominant. The adolescent girls are submissive, humble, accommodating, obedient, mild and passive. They are often dependent.
3. The adolescent girls are conscientious and act uprightly according to their conscience. They are sober, while adolescent boys are expedient. They disregard the rules.
4. The adolescent boys are sociable, adventurous, bold ready to try new things and are spontaneous. While adolescent girls are shy, timid, threat-sensitive, hesitant and introspective.
5. The adolescent girls are tender—minded, over protective, sensitive, calculating and socially aware. They dislike crude people. The adolescent boys are tough—minded and rejected the illusion.
6. The adolescent boys are zestful. They are interested in group work. The adolescent girls are reflective and internally restrained.
7. The adolescent boys are self—sufficient, prefers own decision and do not rely on others. They make every possible effort to materialize their wishes. While the adolescent girls are sociably group dependent and are sound followers, submissive and obedient.
8. The adolescent girls are and controlled socially precise, self—disciplined and compulsive. While the adolescent boys are uncontrolled, follow own urges and are careless of social rules.
9. The adolescent girls are tense, they are frustrated and fretful. While the adolescent boys are relaxed, tranquil and composed.

### Inferential suggestions

The findings of the present study reveal that there are certain profiles which can be improved, so as to improve the personality profiles of adolescent boys and girls. The inferential suggestions are:

1. Among the adolescent boys the personality profiles Obedient, conscientious, tender—minded and controlled should be emphasized and developed.
2. Among the adolescent girls the personality factors—warm hearted, adventurous and self—sufficient should be emphasized and developed.
3. The present study suggested that the girls should be exposed to social situations so that the shy type of personality is changed to sociability.
4. Parents should give freedom to their wards, but this freedom should not be so unrestricted that their wards would grow up undisciplined and uncontrolled.

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