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A study on personality profiles of adolescent in Ambedkar Nager district

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Abstract

Personality is the dynamic organization with in the individual of those psychological Systems that determine his characteristic behaviour and thought. The study aimed to assess the Personality Profile of Adolescents across gender; the two schools namely, Janta Inter Collage Fatehpur Badagavn Jalalpur Ambedkar Nager, and Kisan Inter Collage Bhasma Ambedkar Nager were selected from Ambedkar Nager District. For the collection of information, 60 students were selected randomly from that school. Those 60 adolescents student were divided into two categories in which 30 boys and 30 girls. Introversion Extroversion Inventory test (1971) developed by Dr. P.F. Aziz and Dr. (Mrs.) Rekha Gupa was used in this study. The results were carried out through the frequency and percentage method. The study finding concluded that most of the (60%) respondents in boys sample had extrovert and (30%) respondents had introvert and only (10%) respondents had ambivert. On other hand in girls sample majority of the (56.66%) of respondents had extrovert and (33.33%) respondents had introvert and only (10%) respondents had ambivert. Thus it was found that (58.33%) percent respondents had extrovert.

Keywords: Personality traits, college students

Introduction

Personality development is the development of the organized pattern of behaviours and attitudes that makes a person distinctive. Personality development occurs by the ongoing interaction of temperament, character, and environment. Personality is the dynamic organization with in the individual of those psychological systems that determine his characteristic behavior and thought. Personality represents a unique integration of trait so as to differentiate one person from another on the basis of quality. The term personality is derived from the Latin word persona meaning a mask. Personality is a patterned body of habits, traits, attitudes and ideas of an individual as these are organized externally into roles and statuses and as they relate internally to motivation, goals and various aspects of selfhood.

According to Jung

Extrovert Personality: The extrovert, is more directly governed by objective data, is responsive rather than reflective. He is more sociable, more out-going and more active.

Introvert Personality: The introvert is one who turns from active participation in objective world to an inner world of thought and fantasy. He avoids social situation, excitement and strong stimulation.

Ambivert Personality: Between extrovert and introvert personalities there is a third one type called Ambivert personality people belonging to this type enjoy both parties sometimes they join out people but sometimes they live in their own rooms.

An individual's personality is his unique pattern of traits. No two individuals, even the identical twins have alike personality. Personality also a product of its own functioning what we do today depends on our accumulated experiences of the past experiences are accumulated day after day and shape our personality by continuous interaction with external environment personality is what makes individual unique.

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A family socioeconomic status is based on family income, parental education level, parental occupation and social status in the community [such as contacts within the community, group associations, and the community's perception of the family]. Adolescence, the period of transition from childhood to adulthood, is a critical time for the development of lifelong perceptions. An adolescent struggle with the development task of establishing an identity, accepting changes physical characteristic, learning skills for a healthy lifestyle and separating from family. Therefore, before entering adulthood, it is important for adolescent to develop high self-esteem and the ability to care for the self. Self-esteem has well-known consequences not only on current physical and mental health and health-related behavior, but also on future health and health-related behavior during adulthood. Self-esteem also plays an important role in what are currently the most frequently used cognitive models of health behavior, such as the Theory of Planned Behavior (TPB) the Attitude-Social influence-self-Efficacy (ASE) modal, the Theory of Triadic Influence (TTI) and the precede-proceed modal based on the review by Mann *et al.*, self-efficacy in behavioral domains, according to the TPB, influences self-esteem or the valuation of self-worth. At the same time, according to other models such as the ASE or TTI, self-esteem could be considered as a distal factor influences self-efficacy in specific behavioral domains. In addition, to be able to change the consequences of self-esteem on future health and health-related behavior, it is important to be aware of possible co-relates and associations of low or high self-esteem which are crucial during the development and maintenance of self-esteem in childhood and adolescence is influenced by to important factors: perceived competence in areas of importance and the experience of social support.

Considering other factors, correlates of self-esteem can be divided into several essential domains: (1) gender, (2) socio-economic factors, (3) personality factors and mental health; and (4) factors from family, friends and significant others. It is also necessary to mention that is the past, researchers only investigated levels of explicit self-esteem, however, in recent decades other aspects of self-esteem have been discovered and explored, such as Implicit self-esteem, contingent self-esteem and self-esteem stability. Gender has been reported to have an influence on developing self-esteem during adolescence. Boys are more likely to have high self-esteem at this stage of life than girls. 12-14 Gender differences have also been reported in age related changes. Self-esteem among boys tends to increase, while self-esteem among girls tends to decrease a little during early adolescence.

Objectives

- 1) To assess personality traits of Adolescent.
- 2) To find out personality type of Adolescent with respect to gender.

Review of Literature

Samuel D. Gosling (2016) ^[2]: This research and theorizing on gender and age differences in self-esteem have played a prominent role in psychology over the past 20 years. However, virtually all empirical research has been undertaken in the United States or other Western industrialized countries, providing a narrow empirical base from which to draw conclusions and develop theory. To broaden the empirical base, the present research uses a large Internet sample (*N*=985,937) to provide the first large-scale systematic cross-cultural examination of gender and age differences in self-

esteem. Across 48 nations, and consistent with previous research, we found age-related increases in self-esteem from late adolescence to middle adulthood and significant gender gaps, with males consistently reporting higher self-esteem than females. Despite these broad cross-cultural similarities, the cultures differed significantly in the magnitude of gender, age, and Gender-Age effects on self-esteem. These differences were associated with cultural differences in socioeconomic, socio demographic, gender-equality, and cultural value indicators. Discussion focuses on the theoretical implications of cross-cultural research on self-esteem.

Vaish. S. (2015) ^[3]: The aim of the present study was to study the personality characteristics and criminal behavior in the substance abusers. The role of various socio demographic variables in substance abusers, which affected their criminal behavior, was also studied. Moreover, in the present study, the personality profile of substance users and nonusers was compared using psychoticism, extraversion and neuroticism (PEN) inventory.

Srivastava *et al.* (2014) ^[4] studied personality of professional and non-professional streams. Result found that girls of non-professional streams showed higher score of mean in all the ten personality dispositions those girls of professional stream." Kavabari & Jirandeh (2013) ^[5] "The study of the relationship between the personality types (extroversion, Neurotic, psychotic) and job satisfaction in teachers of secondary school in Rasht district," this study seeks to find the relationship between personality types (extroversion Neurotic psychotic) and job satisfaction off teacher at the secondary school. Result revealed that there was no significant relationship between Neurotic psychotic personality types and job satisfaction of male and female teachers, also a significant relationship 90 between extrovert personality type and job satisfaction among male and female teachers was found".

Krishna *et al.* (2012) ^[6] examined personality of adolescents on the basis of socio-economic variables. Multidimensional Assessment of personality Series (MAP SERIES Form-T) from for Teens had been for the said purpose. The test contained 20 dimensional and 7 items for each dimension to objectively assess the personality of adolescents. A list of urban disorganized families was prepared from five randomly elected city schools of Hisser city. A sample of 45 urban respondents was randomly from the prepared list. Following the same of 45 rural adolescents was taken from the list of adolescents of rural disorganized families of purposively selected village of Hisar block. Personality was compared against family's monthly income, educational level of parents and caste of the respondents. The findings indicated significant differences in personality of adolescents on the basis of said variables. Furthermore, there were significant differences between maturity, mental health, self-control and self-sufficiency and tension level of adolescents from different casts. Moreover, adolescents on the basis of family income and parental education differed significantly on their boldness guilt proneness, leadership, maturity, and mental health self-control and self-sufficiency and tension level.

Methods and Materials

Locale of the study

Ambedkar Nager district were selected for conducting the study Ambedkar Nager district were located in state of Uttar Pradesh.

Research Design

Research design is a concept plan conducting research which deals with structure and strategy of investigation so conceived to obtain answer to research question. Research design is used to conduct research with objectively and accuracy (Kerlinger 1995). Descriptive research design has been used to conduct this research with objective and accuracy. This research design was chosen to the level of personality type among adolescents.

Sample Size

The age groups of adolescent (13 to 18 years) were selected for the study. 30 adolescent girls and 30 adolescent boys were selected from Ambedkar Nager District. Thus total sample comprised 60 adolescent girls and boys. Respondent were taken as the sample for the investigation.

Sampling Design

The purposive random sampling of 60 adolescents was taken from two collages situated in district of Ambedkar nager.

Tools of the study

Personality scale (1971) developed by Dr. P.F. Aziz and Dr. Rekha Gupta for school going students of were used to assess the level of Personality. The inventory has 60 items- 30 pertaining to an introvert's characteristics and 30 to an extrovert's characteristics.

Statistical Analysis of the Data

The data obtained was planned to analyze in terms of the objective of the study using descriptive & inferential statistics. The plan of data analysis was adopted accordingly:

- The collect data was coded and transformed to master sheet for statistical analysis.
- Demographic data was planned to represent in terms of frequency and percentage.

Percentage (%)

$$\frac{\text{Number of respondents belonging to particular category}}{\text{Total number of respondent}} \times 100$$

Results and Discussion

Table 1: Level of personality traits of adolescents

| S. No. | Types of personality | Total (n=60) | |
|--------|----------------------|--------------|-------|
| | | F | % |
| 1 | Extrovert | 38 | 63.33 |
| 2 | Introvert | 17 | 28.33 |
| 3 | Ambivert | 5 | 8.33 |
| | Total | 60 | 99.99 |

Note: F = Frequency, % = Percentage

Table 1 show that (63.33%) percent of respondents had extrovert personality, (28.33%) percent of respondents had introvert personality and only (8.33%) percent of respondents had ambivert personality.

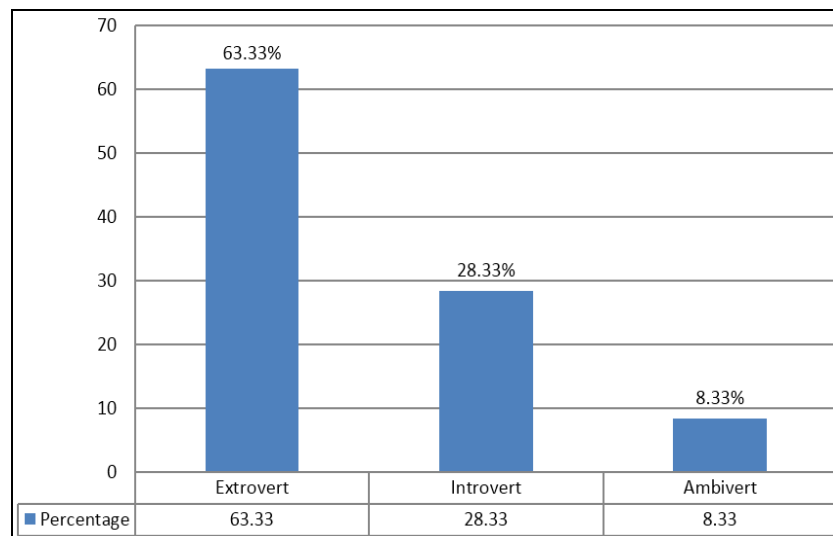


Fig 1: Level of Personality profile of Adolescents

Table 2: Distribution of respondents according to gender with their personality types

| S. No. | Types of Personality | Boys (n=30) | | Girls (n=30) | | Total (n=60) | |
|--------|----------------------|-------------|-------|--------------|-------|--------------|-------|
| | | F | % | F | % | F | % |
| 1 | Extrovert | 19 | 63.33 | 18 | 60 | 37 | 61.66 |
| 2 | Introvert | 9 | 30 | 10 | 33.33 | 19 | 31.66 |
| 3 | Ambivert | 2 | 6.66 | 2 | 6.66 | 4 | 6.66 |

Note: F = Frequency, % = Percentage

Table-2 indicates that most of the (63.33%) respondents in boys sample had extrovert, (30%) respondents had introvert and only (6.66%) respondents had ambivert.

On other hand in girls sample majority of the (60%) of respondents had extrovert, (33.33%) respondents had introvert and only (6.66%) respondents had ambivert. Thus it was found that (61.66%) respondents had extrovert types of personality.

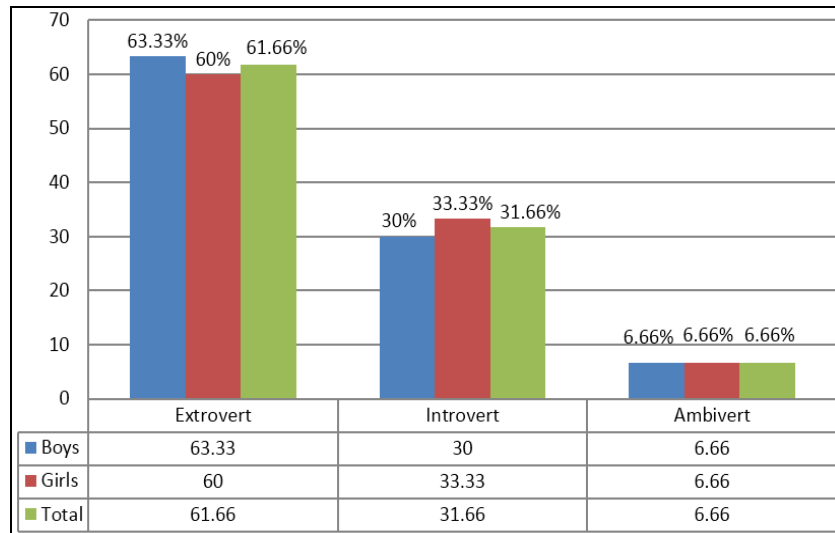


Fig 2: Types of Personality with Gender

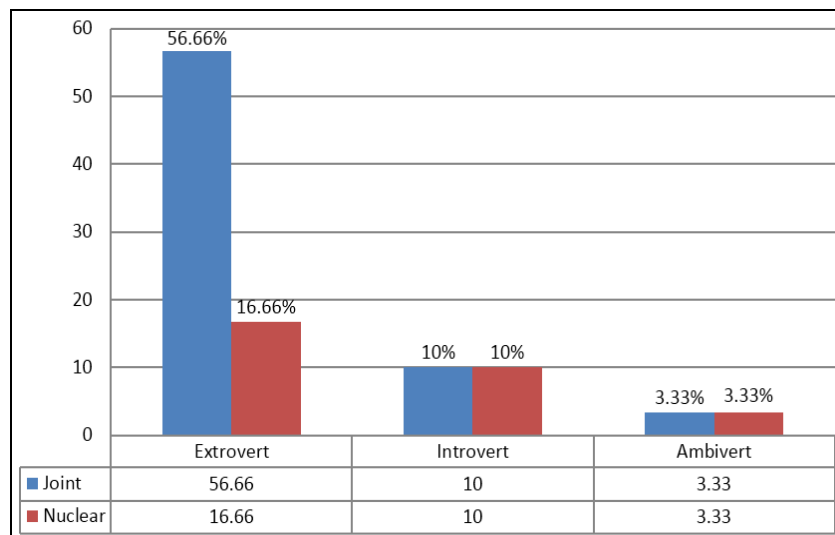
Table 3: Distribution of respondents according to family types with their Personality traits

| S. No. | Family Types | N | Boys N=30 | | | N | Girls N=30 | | |
|--------|--------------|----|-------------------|-----------|----------|----|-------------------|-----------|----------|
| | | | Personality Types | | | | Personality Types | | |
| | | | Extrovert | Introvert | Ambivert | | Extrovert | Introvert | Ambivert |
| 1 | Joint | 21 | 17 (56.66) | 3 (10) | 1 (3.33) | 13 | 9 (30) | 3 (10) | 1 (3.33) |
| 2 | Nuclear | 9 | 5 (16.66) | 3 (10) | 1 (3.33) | 17 | 11 (36.66) | 4 (13.33) | 2 (6.66) |

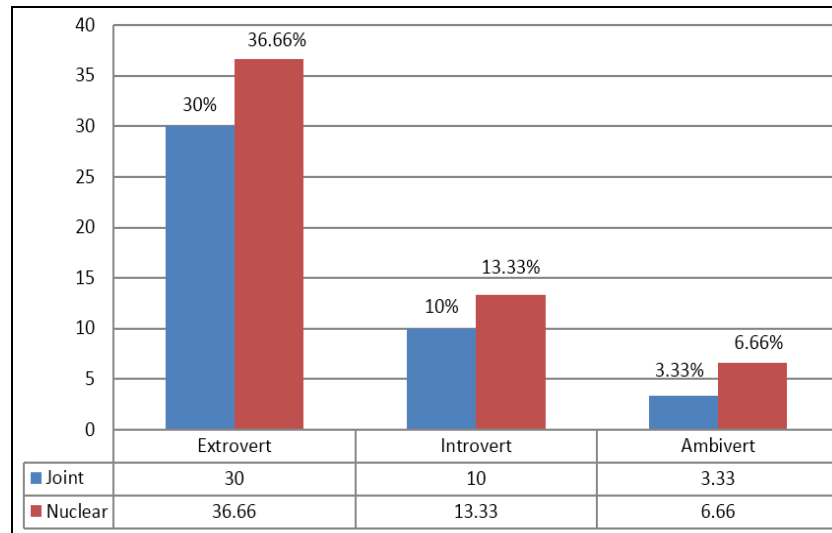
Note: F=Frequency, %=Percentage

Table-3 shows that most of the (56.66%) respondent in boys sample had extrovert, (10%) respondents had introvert and only (3.33%) respondents had ambivert who belonged to joint family. while (16.66%) respondents had extrovert, (10%) respondents had introvert and (3.33%) respondents had ambivert, who belonged to nuclear family. On other hand in girls sample majority of the (30%) of

respondents had extrovert, (10%) percent respondents had introvert and (3.33%) percent respondents had ambivert who belonged to joint family, while (36.66%) respondents had extrovert, (13.33%) respondents had introvert and only (6.66%) respondents had ambivert who belonged to nuclear family.



Boys N=30



Girls N=30

Fig 3: Personality traits with family types

Summary and Conclusion

- Maximum number of respondents (63.33) percent had extrovert and (28.33) percent respondents had introvert, and only (8.33) percent respondents had ambivert personality.
- Maximum number of respondents (63.33) percent in boys sample and in girl's sample (60) percent had Extrovert.
- The findings show that majority of boys sample (56.66) percent respondents were from joint family having Extrovert and in girls respondents (36.66) percent were from nuclear family having Extrovert. On other hand most of the boys respondents were from nuclear family having (16.66) percent had extrovert while in girls sample (36.66) percent respondents were from nuclear family having Extrovert types of personality.

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