

Received : 10.07.2022 | Accepted : 16.09.2022 | Online published : 15.12.2022

https://doi.org/10.54986/irjee/2022/dec_spl/207-210I
R
J
ESOCIETY OF
EXTENSION
EDUCATION

RESEARCH ARTICLE

A Study on Adolescents Personality Factors

Bojjagani Babitha¹, L. Uma devi² and Bilquis³

1. Ph.D. Scholar,
Dept. Human Development and
Family Studies,
UAS, Dharwad, Karnataka,
2. Retd. Professor,
3. Professor,
Human Development and
Family Studies,
CoCSc., ANGRAU, Guntur,
Andhra Pradesh, India
Corresponding author e-mail:
babithabojjagani98@gmail.com

ABSTRACT

The study was under taken to find the adolescents personality factors based on gender exploratory research design was adopted participants were 90 adolescents aged 12-21 years both boys and girls. Adolescents were selected randomly from schools and colleges located at Guntur district of Andhra Pradesh. Procedures include adolescents were selected from different schools and colleges. Firstly, students are instructed to fill the general information form and to assess the personality factors Big five personality test by Goldberg (1992) was used. To analyze the personality factors frequency, percentage, correlation and t-test were used. The results from the study revealed that Girls had high level of openness to experience, conscientiousness and neuroticism whereas boys scored high in agreeableness and low in extraversion. Adolescent's age was positively related with openness to experience, conscientiousness and agreeableness. Negative significant relation was observed with neuroticism personality trait and adolescent's age. A positive correlation was observed between gender conscientiousness and a negative relation was found with openness to experience. Adolescent's education has positive relation with openness to experience, conscientiousness and agreeableness. Neuroticism was negatively correlated with adolescent's education.

Key words: Adolescents; Personality; Conscientiousness; Neuroticism; Openness; Extraversion; Agreeableness.

Adolescence is a phase of transition from a largely dependent childhood to adulthood's psychological, social and economic independence (Escorza and Orrelas 2018). Adolescents begins with biology and ends with culture (Cogner and Peterson 1984). Although physical growth is a universal phenomenon, the experience of adolescence is heavily influenced by the culture in which the young person lives.

The period of adolescence starts from 11-21 years which are sub categorized into 3 stages. (i) Early adolescence (11- 14 years) (ii) Middle adolescence (15-18 years) and (iii) Late adolescence (19-21 years). Children can only be able to think logically whereas adolescents have abstract thinking and can see infinite possibilities beyond limits and can think in terms of what might be true, rather than just what they see is true. Adolescents develop socially and emotionally during this period. The most important task in adolescent's period is searching for "an identity" which is often a lifelong voyage.

The patterns of socialization used by parents influence the child's personality. Term personality is derived from Latin word "persona" which means, "mask". Personality is the dynamic organization of the psychophysical systems that determine characteristic behaviour and thought. Adolescents are extremely personality conscious and highly motivated to improve themselves. Personality development in adolescence is due to on-going interaction with environment and hereditary. The objectives of the study are as follows:

- To study the personality factors of adolescents
- To study the socio-personal profile of the adolescents

METHODOLOGY

To study the personality factors of adolescents the presents study adopted the Exploratory research design. Participants were 90 adolescents aged 12-21 years (early adolescents 30, middle adolescents 30 and late adolescents 30) both boys and girls (n=45, n=45).

Adolescents were selected randomly from schools and colleges located at Guntur district of Andhra Pradesh. Procedures include adolescents were selected from different schools and colleges. The consent form was taken from school and college authority as well as student who are willing to participate. Firstly students are instructed to fill the general information form and to assess the personality factors Big five personality test by *Goldberg (1992)* was used it consists of five dimensions are Extraversion, Neuroticism, Agreeableness, Conscientiousness and Openness to experience. The test consists of fifty items in five dimensions; each dimension consists of 10 items on how true they are about respondent on a five-point scale which consists of both positive and negative items. To analyze the personality factors frequency, percentage, correlation and t-test were used.

RESULTS AND DISCUSSION

The Table 1 showed that an equal number of early, middle and late adolescents were selected. Forty-five

Table 1. General profile of the respondents (N=90)

Variables	No.	%
Age		
Early adolescents (12 -14 years)	30	33.33
Middle adolescents (15 – 18 years)	30	33.33
Late adolescents (19 – 21 years)	30	33.33
Gender		
Boys	45	50.00
Girls	45	50.00
Education		
Secondary school	30	33.33
Intermediate	30	33.33
Degree	30	33.33
Ordinal Position		
1 st born	63	68
2 nd born	26	28
3 rd born	04	04

boys and forty-five girls studying in secondary school, intermediate and degree colleges were selected. Regarding ordinal position (68%) of the adolescents were 1st born followed by 2nd born (28%) and 3rd born (4%).

Table 2 depicts the personality factors of selected adolescents.

Openness to experience: The high level of openness to experience was experienced by late adolescents (80%) followed by middle adolescents (67%) and early adolescents (47%). Late adolescents were low in expressing (53%) than the other adolescents. This data concludes that as the age increases there is increase in openness to experience factor. The overall score of openness to experience indicates that most of the adolescents had scored high.

Conscientiousness : Majority of the middle adolescents (83%) had high conscientiousness level followed by late adolescents (67%). Interestingly equal number of early adolescents (50%) had scored high and low in the conscientiousness dimension. It was observed that majority of the middle and late adolescents had high in conscientiousness as compared to early adolescents. Overall, (67%) of the adolescents were experienced high conscientious level.

Extraversion : As per the data it was found that irrespective of age more than fifty per cent of adolescents were found to have low extraversion. This shows that fifty per cent of adolescents were less sociable and expressive.

Agreeableness : It is exciting to note that majority of early (83%), middle (80%) and late (87%) adolescents had high level of agreeableness. Hence the data depicted that most of the adolescent respondents were co-operative, polite and liked by other people.

Neuroticism : Results on neuroticism dimension of personality revealed that eighty-seven per cent of late adolescents had low level of neuroticism followed

Table 2. Frequency distribution of adolescents based on personality factors (N= 90)

Personality Factors	Adolescents age							
	Early adolescents (n=30)		Middle adolescents (n=30)		Late adolescents (n=30)		Total (N = 90)	
	High No.(%)	Low No.(%)	High No.(%)	Low No.(%)	High No.(%)	Low No.(%)	High No.(%)	Low No.(%)
Openness to experience	14 (47)	16 (53)	20 (67)	10 (33)	24 (80)	06 (20)	58 (64)	32 (36)
Conscientiousness	15 (50)	15 (50)	25 (83)	05 (17)	20 (67)	10 (33)	60 (67)	30 (33)
Extraversion	12 (40)	18 (60)	12 (40)	18 (60)	15 (50)	15 (50)	39 (43)	51 (57)
Agreeableness	25 (83)	05 (17)	24 (80)	06 (20)	26 (87)	04 (13)	75 (83)	15 (17)
Neuroticism	09 (30)	21 (70)	13 (43)	17 (57)	04 (13)	26 (87)	26 (29)	64 (71)

*Figures in parenthesis indicate percentages

Table 3. Frequency distribution of adolescents' personality factors based on gender (N=90)

Personality Factors	Adolescents			
	Boys (n=45)		Girls (n=45)	
	High	Low	High	Low
	No. (%)	No. (%)	No. (%)	No. (%)
Openness to experience	28 (62)	17 (38)	30 (67)	15 (33)
Conscientiousness	28 (62)	17 (38)	32 (71)	13 (29)
Extraversion	15 (33)	30 (67)	24 (53)	21 (47)
Agreeableness	38 (84)	07 (16)	37 (82)	08 (18)
Neuroticism	10 (22)	35 (78)	16 (36)	29 (64)

*Figures in parenthesis indicate percentages

by early and middle adolescents (70% and 57% respectively). The scores on neuroticism dimension of personality of adolescents clearly indicate a significant decrease in the score as the age increases.

Frequency distribution of adolescent's personality factors based on gender : Gender plays an important role in developing personality. The roles and duties are defined based on gender in any society. The upbringing practices, culture and values mould the personality of individual.

Table 3 shows the data on personality factors of adolescents based on gender. More than fifty per cent of the respondents had high level (62% and 67% respectively) of openness to experience. Girls scored better than boys. Majority of the girls (71%) scored high on conscientious than boys (62%) indicating that girls follow the rules, have good impulse control and prefer clean environment than the boys. Similarly in extraversion, fifty-three per cent of girls had high in extroversion personality factor while sixty-seven per cent boys had low extroversion. It was interesting to observe that irrespective of gender boys and girls scored high (84% and 82% respectively) on agreeableness factor and majority of boys and girls had experienced low level (78% and 64%) of neuroticism. This is due to good peer relationships, influence of media. Similar findings were supported by *Sravanth and Devi (2009)* stated that girls had better and positive personality than boys.

Mean difference in the personality dimensions of

Table 4. Mean difference in the personality dimensions of adolescents based on gender (N = 90)

Personality factors	Gender	Mean \pm S.D.	t- value
Openness to experience	Girls	22.76 \pm 6.467	0.008 ^{NS}
	Boys	22.93 \pm 4.38	
Conscientiousness	Girls	24.67 \pm 6.234	0.158 ^{NS}
	Boys	21.51 \pm 5.442	
Extraversion	Girls	20.29 \pm 5.755	0.126 ^{NS}
	Boys	19.56 \pm 5.159	
Agreeableness	Girls	26.40 \pm 6.062	0.116 ^{NS}
	Boys	25.29 \pm 4.841	
Neuroticism	Girls	18.51 \pm 6.642	0.341 ^{NS}
	Boys	17.16 \pm 6.094	

adolescents based on gender : Gender difference was studied on different dimensions of personality. To establish the significant difference gender 't' test was used and the data obtained is presented in the following way :

Table 4 depicts the mean scores of personality factors of adolescents. The mean difference between respondents with regard to all the dimensions of personality factors indicated that girls seem to be high than the boys but there was non-significant difference was observed. It indicated that girls were more curious, eager to learn new things and enjoy new experiences as compared to boys. Usually, girls are more conscious about their work and tend to follow rules and regulations correctly than boys. Talkativeness, sociability and high amount of emotional expressiveness seems to be high in girls. At the same time girls are polite, kind and affectionate. Girls experience mood swings, anxiety, irritability and sadness. The similar finding by *Loudova and Lasek (2015)* stated that girls were observed to be high in conscientiousness and neuroticism dimensions of personality than the boys. Similarly, *Sravanth and Devi (2009)* stated that girls had better positive personality traits than boys.

Age: The relation between selected demographic variables and adolescents' personality factors was represented in Table 5. It was interesting to note that adolescent's age was highly and positively related with openness to experience, conscientiousness and agreeableness dimensions of personality factors at 0.01 level and negatively significantly related with neuroticism personality factor at 0.05 level. Whereas, extraversion dimensions were found to be non-significant. As the individual's age increases their mental capacities also increases, similarly get

more opportunity to expose themselves to different environment and get more chance for exploration. This resulted in increase of openness to experiences, conscientiousness and agreeableness personality traits. *Allik et al. (2004)* also supported that openness to experience factor increases with increase in age whereas agreeableness decreases. Interestingly age does not show any relationship with extraversion and neuroticism dimensions of personality.

Gender: Gender was observed a positive relation with conscientiousness. Other personality factors clearly demonstrated that respondents did not differ significantly in four out of five dimensions of personality, which includes openness to experience, extraversion, agreeableness and neuroticism.

Education/ Class of the study: It is interesting to note from the results that class of the study/ education is significantly and positive relation with openness to experience, conscientiousness, and agreeableness dimensions and negative relation with neuroticism dimension was observed. When adolescents pursued higher education, they get more opportunities to involve in group and community activities as well as learning process molds their nature and helps in stabilizing their emotions. At the same time adolescents who are highly educated are better in emotional stability indicating that low levels of neuroticism.

Ordinal position: It is interesting to note that ordinal position and adolescents' personality factors were non-significant. That means there is no relationship was observed.

CONCLUSION

Adolescents are extremely personality conscious and highly motivated to improve themselves. Personality development in adolescence is due to on-

going interaction with environment and hereditary. Girls had high level of openness to experience, conscientiousness and neuroticism whereas boys scored high in agreeableness and low in extraversion. Adolescent's age was positively related with openness to experience, conscientiousness and agreeableness. Negative significant relation was observed with neuroticism personality trait and adolescent's age. A positive correlation was observed between gender conscientiousness and a negative relation was found with openness to experience. Adolescent's education has positive relation with openness to experience, conscientiousness and agreeableness. Neuroticism was negatively correlated with adolescent's education.

ONFLICTS OF INTEREST

The authors have no conflicts of interest.

REFERENCE

- Allik, J.; Laidra, K.; Realo, A. and Pullmann, H. (2004). Personality development from 12 to 18 years of age: Changes in mean levels and structure of traits. *European J. Personality*, **18**: 445-462
- Conger, J. J. and Peterson, A.C. (1984). Adolescence and youth. Psychological development in a changing world 3rd edition. New York: Harper and Row.
- Escorza, Y. H. and Orrelas, D.C.C. (2018). Level of moral development of adolescents susceptible to antisocial behaviour. *Open Access J. Sci.*, **2**(5): 317 – 324.
- Goldberg, L.R. (1992). The development of markers for the Big-five factor structure. *Psycho. Assessment*, **4**(1) : 26.
- Loudova, I. and Lasek, J. (2015). Parenting style and its influence on the personal and moral development of the child. *Procedia Social and Behavioural Sci.*, **174**: 1247-1254
- Sravanthi, S., and Devi, M. (2009). Personality development of adolescents. *Indian J. Psychometry and Edu.*, **40** (1&2): 130-135

• • • • •