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A study on personality factors of school-going adolescents

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Abstract

Personality is extremely organised and patterned body of habits, traits, attitudes and ideas of an individual. Personality factors play an important role in learning process and proper grooming of students from early childhood. In this context the study was conducted to establish the contemporary status of personality factors of school-going adolescents. In order to meet the descriptive survey method, 706 school-going adolescents were selected from Government, Government Sponsored and Government aided secondary and higher secondary schools of West Bengal to consider as sample; and data were collected by administering the Big Five Inventory (Goldberg, 1993). It was observed that the adolescents have high score in case of Extraversion, Agreeableness, Conscientiousness and Openness and have low score in Neuroticism. As seen from Comparative Analysis the female adolescents were scored higher in Extraversion and Agreeableness; otherwise, there was no gender difference in the rest of the factors of personality.

Keywords: Personality factors, openness, conscientiousness, extraversion, agreeableness, and neuroticism

1. Introduction

Personality is a characteristic way of thinking, feeling and behaving. It describes the unique patterns of characteristic exterior of an individual that distinguish a person from others and it can be observed in people's relations to the environment and to the social group. Basically, Personality is a product of both biology and environment, which remains fairly consistent throughout life.

Our personality differentiates us from other people, and understanding someone's personality gives us clues about how that person is likely to act and feel in a variety of situations. Personality is thought to play an important role in many aspects of human behaviour and experience, including social interaction, mental health, and job performance. Understanding personality can help us to better understand ourselves and others, and can also inform interventions designed to promote personal growth and well-being.

Personality has been conceptualized from many theoretical perspectives. Each has contributed to the understanding of the individual difference in behaviour and experience. The five-factor structure has been replicated by many in lists derived from Cattell's 35 variables. These factors were initially labelled as (i) Extraversion (ii) Agreeableness (iii) Conscientiousness (iv) Neuroticism (v) Openness to Experience. These factors are known as the Big Five factors. Personality factors are understood as patterns of thought, feeling, and behaviour that are relatively enduring across an individual's life span. A personality trait can be a stimulus of upbringing physical culture and sports activity within an individual. It provides evidence that a positive persona strengthens human health, improves physical activity, and has a significant impact on the social activity and moral and intellectual qualities of a person (Polyakov, 2020) ^[12].

Adolescence is a phase of transition from a largely dependent childhood to adulthood's psychological, social and economic independence (Escorza and Orrelas 2018) ^[3]. Adolescence is a unique and fascinating period in human development. This period of great transition marks the end of childhood and the introduction to young adulthood. As children make the transformation into adults many developmental changes will occur. For instance, young teens experience a time of accelerated growth second only to infancy. With all of the developmental changes occurring, early adolescence is truly a fascinating period in the human life span.

Because early adolescence is a time of metamorphosis from childhood to adulthood, it serves as a ripe opportunity for young people to establish patterns and habits that could continue into the future.

1.1 Objective of the Study

Personality is the dynamic organization within the individuals of those psychophysical systems that determine their unique adjustments with their environments. In the case of the school-going adolescents personality will not just be an influential parameter of their movement and respond in environment; it also causes them to act in certain ways. So, the present study was launched to probe into the personality factors of school-going adolescents.

The purposes of the study were –

1. To know the present situation of the school-going adolescents with regard to personality factors.
2. To compare the personality factors between the male and female school-going adolescents.
3. The hypotheses were-
4. The school-going adolescents have balanced personality.
5. The male and female school-going adolescents do not differ with respect to their personality factors.

2. Personality Factors - the Construct of the Study

Personality factors are considered a psychological construct, meaning they are theoretical concepts that cannot be directly observed or measured. Instead, personality factors are inferred based on patterns of behaviour, thoughts, and feelings that are observed over time. Personality factors are widely studied in psychology because they are thought to play an important role in many aspects of human behaviour and experience, including social interaction, mental health, and job performance. Personality development plays an important role in emotional independence and identity formation in adolescents (Partani and Bhakre, 2017) [11]. Researchers use a variety of methods to assess personality factors, including self-report questionnaires, observer ratings, and behavioural measures. While there is some debate among researchers about the nature and number of personality factors, most contemporary models of personality propose that there are a small number of broad dimensions that capture the most important ways in which people differ from one another. These factors are thought to be relatively stable over time and to have a significant influence on a wide range of behaviours, thoughts, and feelings.

3. A brief review of personality and personality factors

Personality refers to a set of enduring traits, characteristics, and patterns of behaviour, thoughts, and emotions that distinguish one individual from another. Personality can be thought of as a complex and dynamic system that develops and changes over time as a result of genetic, biological, environmental, and cultural factors.

Personality factors are understood as patterns of thought, feeling, and behaviour that are relatively enduring across an individual's life span. A personality trait can be a stimulus of upbringing physical culture and sports activity within an individual. It provides evidence that a positive persona strengthens human health, improves physical activity, and has a significant impact on the social activity and moral and intellectual qualities of a person (Polyakov, 2020) [12].

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.

Adolescent begins with biology and ends with culture (Cogner and Peterson, 1984) [2]. The experience of adolescence is heavily influenced by the culture in which the young person lives. Adolescent age is positively related with Openness to experience, Conscientiousness and Agreeableness (Bojjagani & Bilquis, 2022) [1]. It was observed that Neuroticism was negatively correlated with adolescents' education. On the other hand, Ghosh, Adhikari and Mahato (2020) [5] explored that the male teachers were more extravert than their female counterparts; and female teachers are more neurotic than their male counterparts.

Partani and Bhakre (2017) [11] found in terms of personality traits adolescents were warm-hearted, affected by feelings, feel few obligations, conscientious, stubborn, socially bold, dependent and suspicions. But there was difference between male and female adolescents in expressing their mindset. The secondary school students don't differ in their personality traits except the trait of Agreeableness with respect to family status (Malik, 2019) [9].

Psychological personality type does not significantly influence school performance (Munteanu and Costea, 2010) [10]. Energetic pattern of personality and emotional pattern are not only the conditions for school performance in adolescents, but some motivational features are also there. Lounsbury *et al.* (2004) [8] provided clear support for the proposition that the Big Five personality traits can predict absences from school for adolescents. It should be noted that there are many other narrowband personality traits which might be investigated for links to absences.

4. Methods

The present study was carried out through descriptive survey method. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

4.1 Variables

Personality Factors was the only variable of the present study.

4.2 Sample

A sample is called representative when it reflected an accurate proportional representation of the population under study. To make the sample representative Stratified Random Sampling Technique was adopted. In the present study, 706 school-going adolescents were randomly selected from 30 Government, Government aided and Government Sponsored Secondary and Higher Secondary Schools of West Bengal, India.

4.3 Tool of Research

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

4.3.1 The Big Five Inventory (Goldberg, 1993)

A 44-item inventory that measures an individual on the Big Five Factors (Dimensions) of personality (Goldberg, 1993).

Each of the factors is then further divided into personality facets. The first dimension is Extraversion vs. introversion and Gregariousness (Sociable), Assertiveness (Forceful), Activity (Energetic), Excitement-seeking (Adventurous), Positive emotions (Enthusiastic), and Warmth (Outgoing) are the facets of the said dimension. The second dimension is Agreeableness vs. antagonism and deals with Trust (Forgiving), Straightforwardness (Not demanding), Altruism (Warm), Compliance (Not stubborn), Modesty (Not show-off), and Tender-mindedness (Sympathetic). The next dimension is Conscientiousness vs. Lack of direction which is composed of Competence (Efficient), Order (Organized), Dutifulness (Not careless), Achievement striving (Thorough), Self-discipline (Not lazy), Deliberation (Not impulsive). Neuroticism vs. emotional stability is the fourth dimension and Anxiety (Tense), Angry hostility (Irritable), Depression (Not contented), Self-consciousness (Shy), Impulsiveness (Moody), and Vulnerability (not self-confident) are the facets of this dimension. The last and fifth dimension is Openness vs. closeness to experience and is composed of Ideas (Curious), Fantasy (Imaginative), Aesthetics (Artistic), Actions (Wide interests), Feelings (Excitable), and Values (Unconventional) facets. Rating to the extent to which they agree with each of the 44 items using a 5-point Likert-type scale (1 = strongly disagree; 5 =strongly agree).

Table 1: Factor wise Distribution of Items of Big Five Inventory

Sl. No.	Factors	Items
1.	Extraversion	8
2.	Agreeableness	9
3.	Conscientiousness	9
4.	Neuroticism	8
5.	Openness	10

Clearly the factors are consisted of unequal number of items. The mean score of each dimension is made comparable by normalizing. The normalization procedure is as follows:

Normalized Mean = Sum of the item responses in a factor (or total scale) /number of items in the factor (Or total scale). Then, the normalized mean fell within the range extending from 1 to 5 with 3 as the mid-point.

Table 2: Descriptive Statistics of Big Five Inventory Scores of the School-Going Adolescents considering both Male and Female as a Whole

Personality Factors	N	Range	Mini	Max	Mean	Std. Dev	Remark
Extraversion	706	3.00	1.75	4.75	3.10	0.49	High
Agreeableness	706	2.67	2.11	4.78	3.39	0.45	High
Conscientiousness	706	2.78	1.89	4.67	3.27	0.47	High
Neuroticism	706	3.12	1.13	4.25	2.75	0.50	Low
Openness	706	2.70	1.80	4.50	3.13	0.46	High

Table-2 exhibits the descriptive statistics of “Big Five Inventory” scores obtained by the school-going adolescents in the present study. In case of Extraversion the “minimum” of the scores was 1.75 and the “maximum” of those was 4.75 and the range was 3.00; the “mean” and “standard deviation” of the said distribution were 3.10 and 0.49 respectively. Next, in case of Agreeableness the “minimum” of the scores was 2.11 and the “maximum” of those was 4.78 and the range was 2.67; the “mean” and “standard deviation” of the said distribution were 3.39 and 0.45 respectively. Then, in case of Conscientiousness the “minimum” of the scores was 1.89 and the “maximum” of

The range of Normalized means score of each factor of the “Big Five Inventory” may be interpreted as

1 to 1.99	:	Very Low
2.0 to 2.99	:	Low
3.01 to 4.0	:	High
4.01 to 5.0	:	Very high

4.4 Procedure for Data Collection

The heads of the institutions were contacted for his/her permission to allow collecting the necessary data. The relevant data were collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

4.5 Analysis of the Collected Data

The descriptive statistics was presented by computing with the help of SPSS-20 software. To prove the hypothesis (i.e., The school -going adolescents have balanced personality) the descriptive statistics such as minimum, maximum, range, mean and standard deviation have been calculated and interpreted by the different statistical techniques.

5. Results on Personality Factors

The results of the present study are presented in the tabular forms. Here the results are placed in two sections – (a) Descriptive Presentation and (b) Comparative Analysis.

5.1 Descriptive Presentation

Here the descriptive statistics of the scores obtained by the school-going in the Big Five Inventory (Goldberg, 1993) are presented in tabular forms.

5.1.1 Personality Factors of the School-Going Adolescents Considering both Male and Female as a Whole

To prove the hypothesis-I (i.e., The school -going adolescents have balanced personality) the descriptive statistics of the scores obtained by the school-going adolescents considering both male and female as a whole in Big Five Inventory (Goldberg, 1993) are presented in table-1 and figure-1, 1(a), 1(b), 1(c), 1(d) and 1(e).

those was 4.67 and the range was 2.78; the “mean” and “standard deviation” of the said distribution were 3.27 and 0.47 respectively. Then in case of Neuroticism the “minimum” of the scores was 1.13 and the “maximum” of those was 4.25 and the range was 3.12; the “mean” and “standard deviation” of the said distribution were 2.75 and 0.50 respectively. Finally in case of Openness the “minimum” of the scores was 1.80 and the “maximum” of those was 4.50 and the range was 2.70; the “mean” and “standard deviation” of the said distribution were 3.13 and 0.46 respectively.

Figure-5.1.1 shows the bar diagram of means of scores of

different subscales (i.e., Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness) of Big Five

Inventory scores of the school-going adolescents.

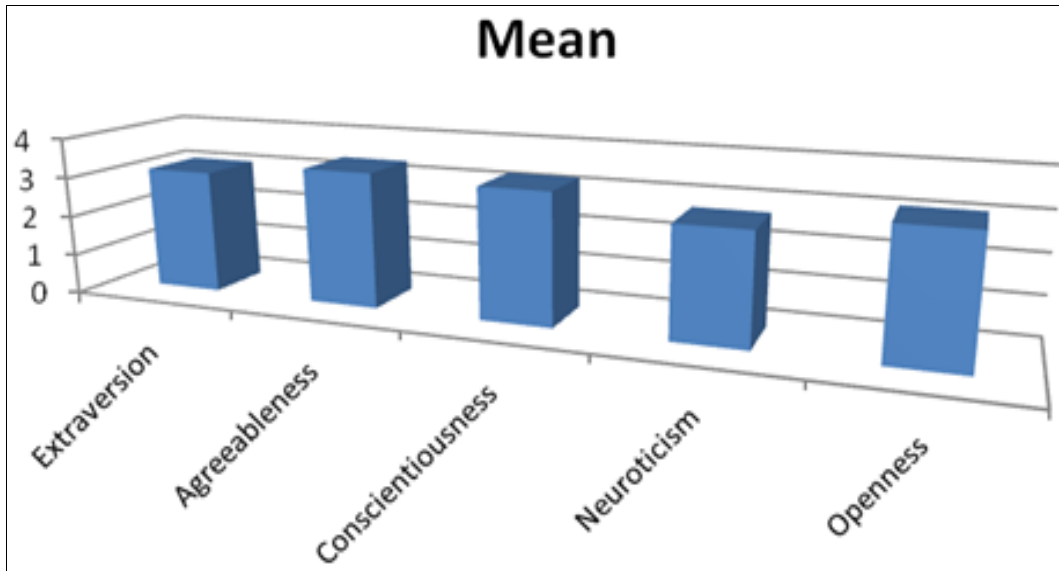


Fig 1: Bar Diagram of Mean of the scores of different Factors of Big Five Inventory of the School-Going Adolescents Considering both Male and Female as a Whole

Figure-5.1.1 (a), 5.1.1 (b), 5.1.1 (c), 5.1.1 (d), and 5.1.1 (e) exhibit the histograms with respective normal curve of the Extraversion, Agreeableness, Conscientiousness,

Neuroticism, Openness subscales of Big Five Inventory scores of the school-going adolescents.

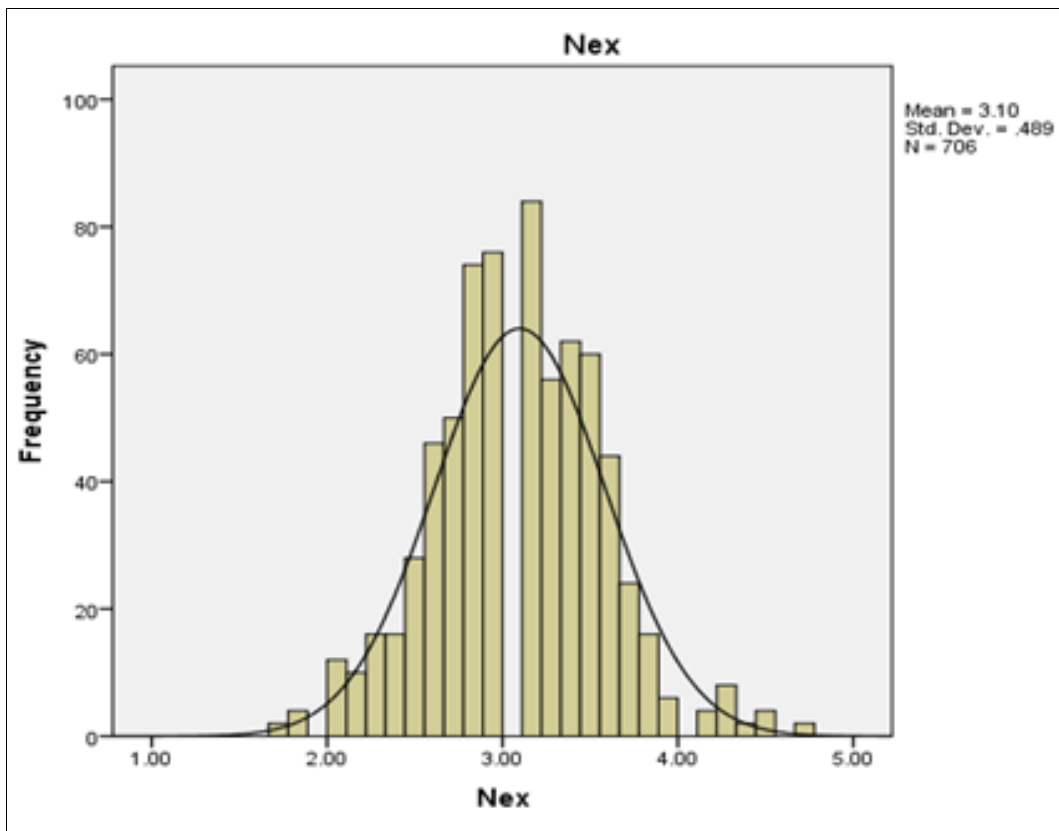


Fig 2: Histogram with Normal Curve of Extraversion Factor Scores of School-Going Adolescents Considering both Male and Female as a Whole

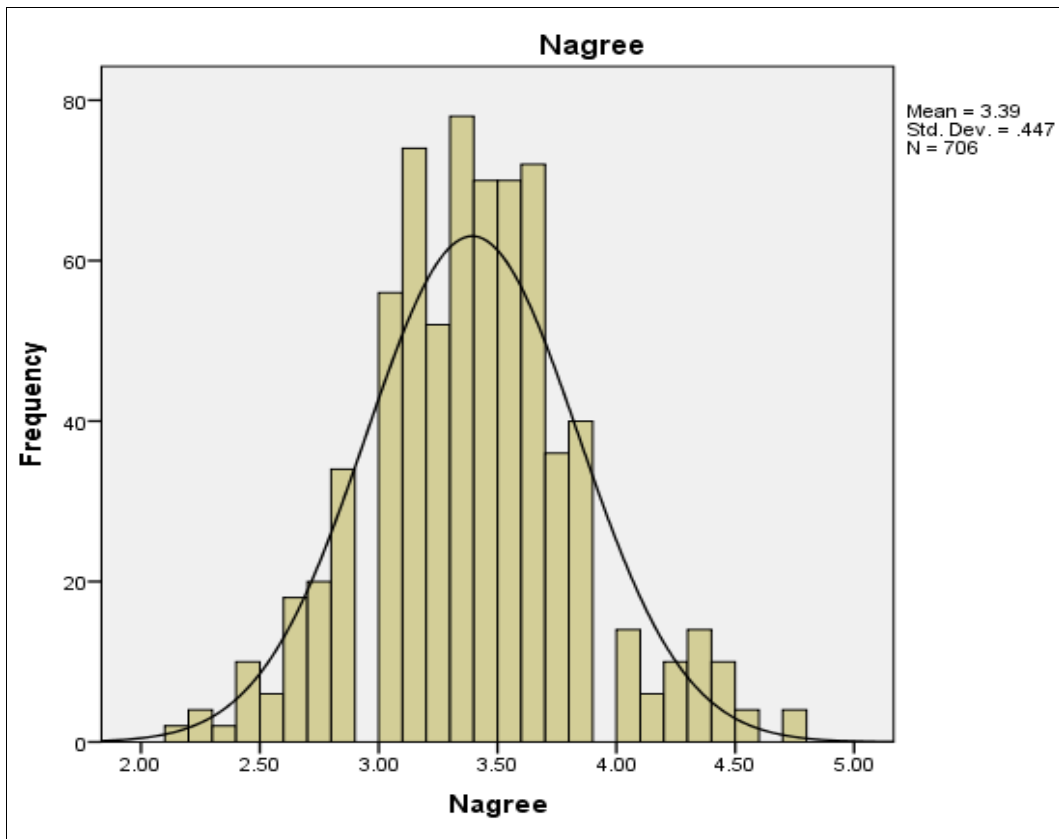


Fig 3: Histogram with Normal Curve of Agreeableness Factor Scores of School-Going Adolescents Considering both Male and Female as a Whole

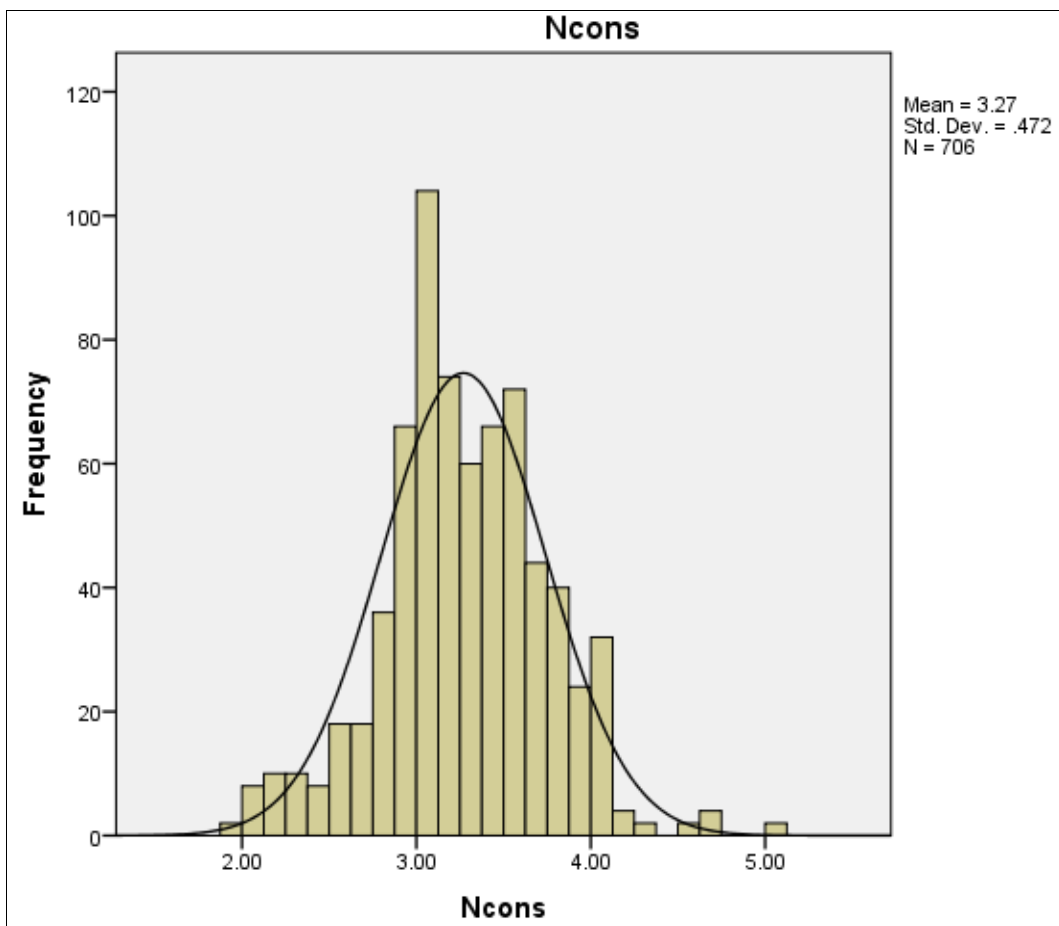


Fig 4: (c) Histogram with Normal Curve of Conscientiousness Factor Scores of School-Going Adolescents Considering both Male and Female as a Whole

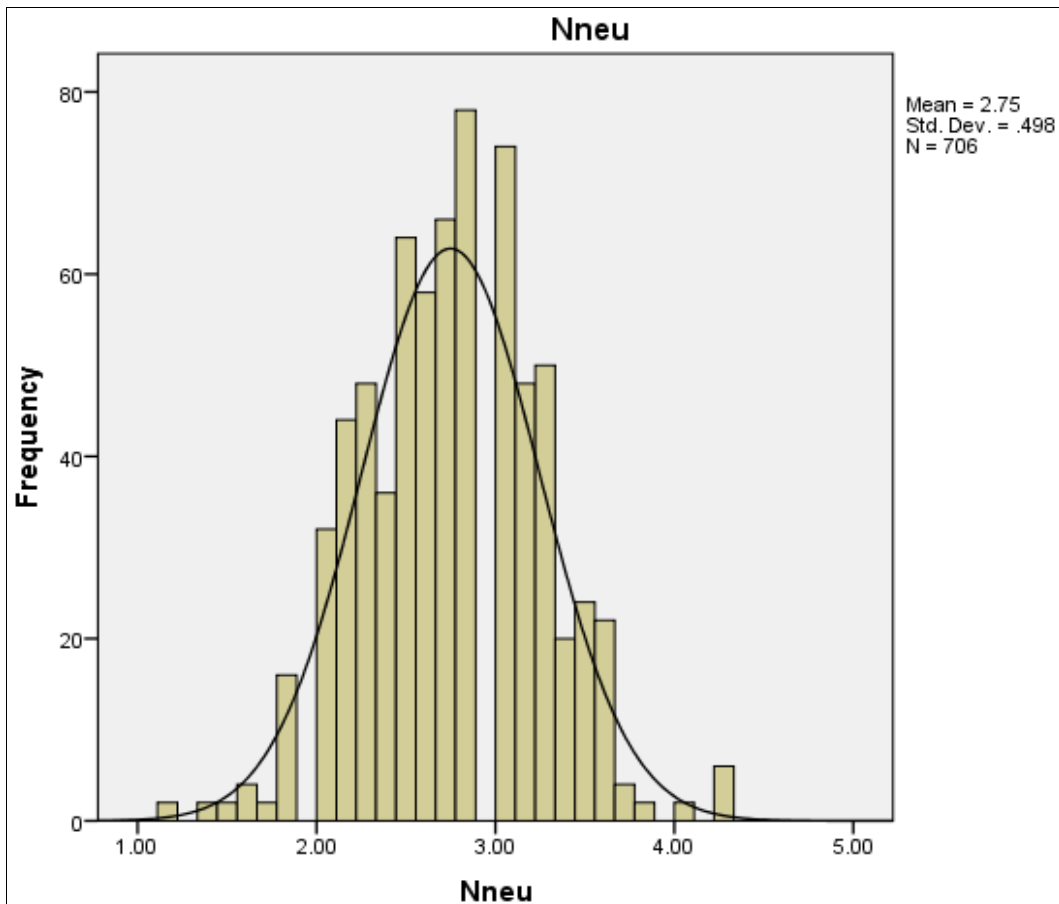


Fig 5: (d) Histogram with Normal Curve of Neuroticism Factor Scores of School-Going Adolescents Considering both Male and Female as a Whole

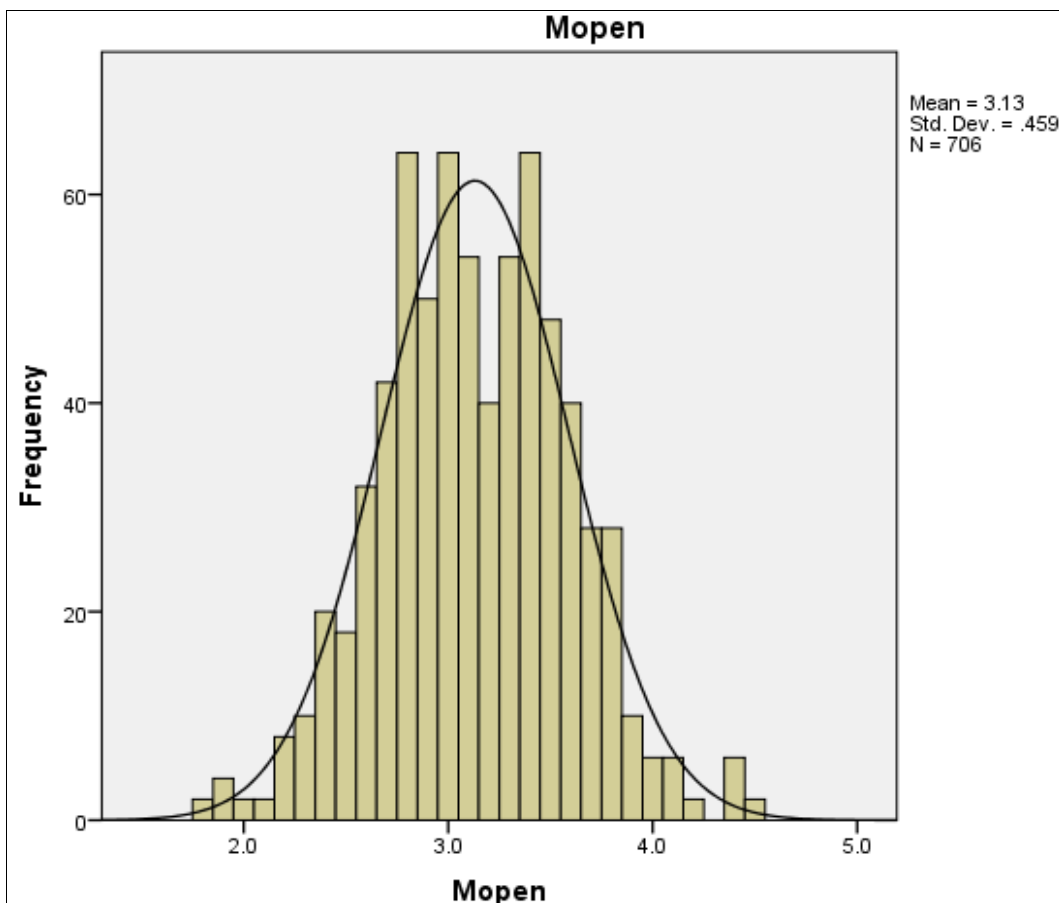


Fig 6: (e) Histogram with Normal Curve of Openness Factor Scores of School-Going Adolescents Considering both Male and Female as a Whole

5.2 Comparative Analysis on Occupational Stress

The results of the Comparative Analysis in personality factors are presented in tabular forms to test the following null hypothesis:

II. The male and female school -going adolescents do not differ with respect to their personality factors. The results are presented herewith in table 3 (a) and table 3.(b).

Table 3: (a) Group Statistics of Personality Factors of the Male and Female School-Going Adolescents

Personality Factors	Type	N	Mean	Std. Deviation
Extraversion	Male	310	3.05	0.46
	Female	396	3.14	0.50
Agreeableness	Male	310	3.35	0.45
	Female	396	3.43	0.44
Conscientiousness	Male	310	3.30	0.49
	Female	396	3.25	0.46
Neuroticism	Male	310	2.74	0.52
	Female	396	2.77	0.52
Openness	Male	310	3.14	0.48
	Female	396	3.13	0.44

Table-3(a) shows the group statistics of the scores of different facets of the *Big Five Inventory* of the school-going adolescents in the present study. In Extraversion the mean of male and female were 3.05 and 3.14 respectively; again the standard deviations were 0.46 and 0.50 respectively. In Agreeableness the mean of male and female were 3.35 and 3.43 respectively; again the standard deviations were 0.45 and 0.44 respectively. In

Conscientiousness the mean of male and female were 3.30 and 3.25 respectively; again the standard deviations were 0.49 and 0.46 respectively. In Neuroticism the mean of male and female were 2.74 and 2.77 respectively; again the standard deviations were 0.52 and 0.52 respectively. In Openness the mean of male and female were 3.14 and 3.13 respectively; again the standard deviations were 0.48 and 0.44 respectively.

Table 3: (b) Results of Independent Samples Test of Type Wise Comparison of Means of Scores of Different Subscales of Personality Factors of Male and Female School-Going Adolescents

Personality Factors		Levene's Test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Extraversion	Equal variances assumed	0.46	0.50	-2.53	704.00	0.01
	Equal variances not assumed			-2.56	686.43	0.01
Agreeableness	Equal variances assumed	1.19	0.28	-2.43	704.00	0.02
	Equal variances not assumed			-2.43	662.70	0.02
Conscientiousness	Equal variances assumed	2.26	0.13	1.28	704.00	0.20
	Equal variances not assumed			1.27	642.84	0.20
Neuroticism	Equal variances assumed	0.43	0.51	-0.68	704.00	0.49
	Equal variances not assumed			-0.69	665.34	0.49
Openness	Equal variances assumed	0.72	0.40	0.37	704.00	0.71
	Equal variances not assumed			0.36	629.86	0.72

From table-3(b) it is observed that the two groups (Male and female) differed highly (Statistically) significantly in Extraversion and Agreeableness among the five facets of Big Five Inventory. In Conscientiousness, Neuroticism and Openness there was no gender difference of the factors of personality.

6. Discussion

It was observed from the results of table 1 that the school-going adolescents considering both gender (male and female) as a whole, scored High in case of Extraversion, indicating the adolescents were very social and they might not prefer to work on their own projects only. High score in Agreeableness reflects students were not only very adjustable but also very polite and they liked people. High Conscientiousness indicates adolescents might tend to follow rules and prefer clean homes and might not be very messy and cheat to others. Then, high Openness expresses students were somewhat open, they might tend to be daydreamer and might not be down to earth. Low score in case of Neuroticism may indicate that the adolescents were emotionally stable and might have good mental health.

From the results of the table-3(a) and 3(b), it is transparent that the two groups (Male and female) of school-going adolescents did not differ (Statistically) significantly in Conscientiousness, Neuroticism and Openness. But differed highly (Statistically) significantly in Extraversion and Agreeableness, female adolescents were scored higher than male adolescents in those cases.

7. Conclusion

From the results and subsequent discussion of Descriptive Presentation of the present study, it might be concluded that on an average the school-going adolescents considering both gender (male and female) as a whole, exhibited high Extraversion, Agreeableness, Conscientiousness and Openness and Low in case of Neuroticism. Hence, the hypothesis- [(I) The school -going adolescents have balanced personality] was accepted. The adolescents were very social, extrovert, adjustable and liked to work together. They were emotionally intelligent and daydreamer too. From the result and subsequent discussion of Comparative Analysis of the present study, it can be concluded that the two groups (Male and female) school-going adolescents did

not differ (Statistically) significantly in Conscientiousness, Neuroticism and Openness. But the female adolescents scored higher in Extraversion and Agreeableness, that means female adolescents were more extrovert and more adjustable than male adolescents. So, the hypothesis-[(II) The male and female school -going adolescents do not differ with respect to their personality factors] was rejected.

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