

# PERSONALITY DEVELOPMENT IN ADOLESCENTS

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**Abstract:** Personality is a combined product of cognitive and affective qualities of an adolescent. Thus personality shapes in adolescent in his psychosomatic systems life adjustment, attending to problems in predicting a situation in the development of his character, temperament, intellect and personality in all levels. The study focuses on the research work executed on personality development and its various dimensions from foreign as well as Indian perspectives to get a complete overview of the areas and findings that have already been pointed and worked upon by the researchers from different corners of the world. The study also attempts to observe and reveal the gaps of the executed work which will act like a base for future researchers which will enhance and satisfy the development of knowledge related to variables of personality development. The reviews have been reorganised with the help of literature matrix for better understanding of personality development.

**Keywords :** Personality Development, Adolescence, Indian and Foreign Perspective, Literature Matrix

## 1. INTRODUCTION

**Development of Personality:** By the development of personality we mean the development or growth of habitual tendencies which are excited by social stimuli. Personality development is a process of developing substitute stimuli and substitute response in place of original or in place of earlier stimuli and original or earlier response tendencies. It emphasizes that personality is only gradually achieved and the individual is building up the pattern of his personality through constant interaction within himself and with the environment outside. Personality covers the whole nature of the individual and so it is difficult to define. It is the result of life long experiences and influences. Every one of us has a quality of behaviour. This total quality of one's behaviour is what we mean by personality. Development is a series of orderly progression of change towards maturity. Orderly refers to the arrangement of the changes. That is, each change at each stage is dependent upon what preceded it and it affects what will come later. Development does not take place haphazardly. Adolescents refer to the period of development and adjustment during the transitional period between childhood and adulthood. This period emerges from childhood and merges into adulthood. During this period, the establishment of childhood goes away and a revolutionary process of change starts. In fact, it is period of revolutionary change. It is markedly a period of growing up, during which the child develops into a man or woman.

## 2. REVIEW OF RELATED LITERATURE

### 2.1 FOREIGN PERSPECTIVE

**Predko, V. (2021)** studied the psychological role of hardiness in the development of personality of adolescents. The study suggests that hardiness develops throughout life but adolescence is the most defining and sensitive to personality development.

**Edobor & Ekechukwu (2015)** conducted a study to investigate the influences of parenting styles on the personality traits of senior secondary school students. The results show that extroversion personality trait does depend on parenting styles among senior secondary school students.

**Omoruyi (2014)** investigated on influence of broken homes on academic performance and personality development of the adolescents in lagos state metropolis. The results revealed that there is a significant difference between single-parenting and academic performance of the adolescents, there is a significant difference between parental socio-economic status and academic performance, there is significant relationship between adolescents from broken homes and academic performance.

**Iboro and Oladipo (2014)** conducted a study on openness to experience, conscientiousness and gender as personality indicators of career maturity of in-school adolescents in Ibadan, Nigeria. Results of regression analyses revealed significant joint effect of openness to experience and conscientiousness on career maturity; significant independent effect of openness to experience on career maturity. There was also a significant influence of gender on career maturity with

males showing more career maturity than females. Results of this study have further confirmed the need for adequate psychological screening of adolescents for suitable careers at an appropriate age.

**Lee and Kristen (2014)** conducted a study on preservice teachers' personality traits and engagement in creative activities as predictors of their support for children's creativity. Findings indicate that preservice teachers who had higher scores on the openness to experience personality trait had more engagement in creativity-related experiences; those who had higher scores on the openness trait and who had more creativity-related experiences were more likely to espouse creativity-fostering teaching styles; and preservice teachers' own creativity-related experiences fully/partially mediated the relationship between the openness trait and their beliefs about specific creativity-fostering teaching practices.

**Cheung and Leung (2014)** conducted a study on preschool teachers' perceptions of creative personality important for fostering creativity: Hong Kong perspective. A series of exploratory and confirmatory factor analysis revealed a 20 items, five-factor model (cognitive abilities, discipline, motivation, inventiveness, personal properties) for the CPQ. While most of the personality characteristics in the CPQ were congruent with those suggested in the literature, characteristics relating to well mannered, honest, cautious, and need for 60 recognition in the discipline domain reflects the influence of Chinese culture. The core creative personalities perceived by the Hong Kong Chinese preschool teachers were found to be similar and these characteristics generally aligned with the western views.

**Akomolafe (2013)** investigated on Personality Characteristics as Predictors of Academic Performance of Secondary School Students. The findings imply that teachers should construct learning environments that take into consideration students' individual differences and strengths. Appropriate counselling interventions should be used to assist students experiencing worry, anxiety, frustration and stress to deal with their concerns.

**Lifang Zhang (2013)** conducted a study on psychosocial development and the big five personality traits among Chinese University students. Results indicate that the successful resolution of particular Eriksonian crises reversely predicted neuroticism, but positively predicted extraversion, openness, agreeableness, and conscientiousness. The amounts of these contributions went substantially beyond what was predicted by age and gender.

**Datu, J. (2012)** conducted a study to indicate a relationship between big five personality factors and paternal parenting style. The assessment tools used were the Big Five Inventory (BFI), Parental Authority Questionnaire (PAQ) and a demographic survey. The results revealed that among the big five factors of personality, neuroticism and authoritarian parenting style had significant correlation.

**Bart Wille, et.al. (2012)** conducted a study on a transactional approach to person environment fit: reciprocal relations between personality development and career role growth across young to middle adulthood. Results first indicated significant positive associations between personality trait levels and initial career role engagement: Extraversion predicted Presenter, Director, Inspirator and Guide roles; Conscientiousness predicted Expert role; Agreeableness predicted Guide role; and Openness to experience predicted Presenter role. Further, initial trait levels were found to predict subsequent changes in career role engagement, and the strength of these associations varied according to career stage. Finally, change in career roles over time was associated with change in at least one personality trait, except Openness to experience.

**Hakimi & et. Al., (2011)** studied the relationships between personality traits and academic achievement among students. Results revealed personality traits were significantly related to academic achievement. Stepwise regression analysis indicated personality characteristics accounted for 48 percent of variance in academic achievement. Results also showed conscientious, which explained 39 percent of variance in academic achievement, was the most important predictor variable. Finally MANOVA and t-test indicated there is no significant gender differences in the personality characteristics and academic achievement.

## 2.2 INDIAN PERSPECTIVE

**Ray and Sharma (2020)** studied on social networking personality of adolescents and how it differs from their personality characteristics. Social media is used for variety of activities, including sharing information, interacting with peers and developing a coherent identity. Adolescents currently are growing up with new media, intertwining these in their daily lives. Identity development is a main task for adolescents and media provides possibilities for self-presentation. In this research, we examine, how aspects of online self-presentation are influenced by adolescents' personality characteristics.

**Kumari and Singh (2019)** studied on does being a boy or girl matters for personality development? study of personality of adolescents from different social classes across gender. The study revealed significant differences in adolescents' personality with gender under all social classes. Girls from all social classes were seen to have significantly higher guilt proneness, morality, tension, sensitivity, self-control, social warmth, academic achievement and mental health than their counterparts. In contrast, boys from all social classes exhibited significantly more individualism, self-sufficiency, excitability, general ability, enthusiasm and competition than girls. Another observation was that boys and girls from social class I, II and III didn't differ on adaptability, boldness and leadership domain of personality, however, girls from social class IV were seen to be significantly more adaptable than boys and boys were found to be significantly more bold and leading than girls. No gender difference existed on maturity, creativity and innovation domains of personality in adolescents from all social classes.

**Khan, Dur. (2017)** reviewed on relationship between Personality traits and Performance. This paper attempts to study the previous literature on association of personality traits to these performance parameters and understand these relationships. Various national and international research papers are studied; those which conceptualize personality and personality traits and those which establish relationship between personality traits and performance. Widely studied parameters like job performance, job satisfaction, leadership, employability etc. are taken into consideration. Most studies show that conscientiousness and emotional stability consistently predict job performance for all job types. In addition, some researchers have suggested that personality is useful for predicting other work-related criteria, like job satisfaction and job performance.

**Indira, R.(2017)** studied on Emotional intelligence, Personality Traits and life skills among adolescents. Findings of the study reveals that adolescents have similar levels of emotional intelligence, personality trait and life skills irrespective of their domicile type (rural or urban). Higher level of emotional intelligence and personality traits was found among female adolescents; however, life skills were same among boys and girls. Parenting behaviour has no influence in the development of personality traits and life skills among adolescents

**Kumar, P. (2017)** studied on personality and adjustment of adolescents as related to achievement motivation in varying school environment. The present research revealed that introversion factor of personality does not have much effect on achievement motivation among adolescent students. It also showed that extroversion factor of personality does not have much effect on achievement motivation among adolescent students. The study also showed that ambivert factor of personality does not have much effect on achievement motivation among adolescent students as a whole.

**Kumar and Bakshi (2016)** conducted a study on Personality traits and academic achievement of tribal (GADDI) secondary school students. This study was conducted to identify the 16 personality traits among tribal (Gaddi) secondary school students and to find out the gender difference in all the 16 personality traits and differences in the academic achievement of male and female Tribal (Gaddi) secondary school students. The results indicated that male and female tribal (Gaddi) secondary school students were also found to be average students in their 16 personality traits. It is also found that male and female Gaddi secondary school students did not differ significantly in their academic achievement.

**Sharma & Agarwal, S (2015).** Studied on Impact of Reality Shows on Adolescent's Personality. Academic outcomes show significant difference between students of Government and Private schools in positive feeling and outlet for competitiveness at the 0.05 level. The main result from the present study that the students of private schools were more positively affected with reality than students of government schools.

**Kant, R. (2014)** conducted a study on interrelationship between personality traits and emotional intelligence of secondary teachers in India. Results indicated that there was no significant difference between emotional intelligence of secondary school teachers in relation to gender and stream in which they are teaching. Further, a positive relationship found in the emotional intelligence and some of personality factors but many personality factors were negatively related to emotional intelligence of different groups of secondary school teachers but most type of relationship was not significant.

**Mehmet Kemal Aydin, et.al. (2013)** conducted a study on examining the effects of preservice teachers' personality traits on their teaching competencies. The findings illustrated that extraversion, neuroticism, agreeableness and conscientiousness have significant effects on teaching competencies. Specifically, extraversion has the biggest significant effect on teaching competencies; however, neuroticism has a negative significant effect. On the other hand, personal development was found to be the most influenced dimension of teaching competencies by personality traits.

**Srinivasa, A. (2012).** conducted a study on Personality of adolescents in relation to their adjustment and decision making. It was found that personality factors of adolescents influence their decision making process . Personality factors of adolescents influence their adjustment behavior

**Kumar, S. and Arockiasamy (2012)** conducted a study on parental influence on psychological value perception of co-curricular activities: its links with improving personality traits of higher secondary students. The results point out the need to ensure effective participation of students in co-curricular activities which could boost their personality.

**Devi, N. (2011)** conducted a study of adjustment of students in relation to personality and achievement motivation. It was found that achievement motivation has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments. Effect of other secondary aspects on adjustment like sex and school location are also analysed and found that rural students proved better than the urban students on social, Educational and General/Total adjustment.

### 3. LITERATURE MATRIX OF STUDIES RELATED TO PERSONALITY DEVELOPMENT

S.NO	TYPE	AUTHOR & YEAR	TOPIC	FINDINGS
1	FOREIGN	Predko, V 2021	The Psychological Role Of Hardiness In The Development Of Personality	Hardiness develops throughout life but adolescence is the most

				defining and sensitive to personality development.
2	FOREIGN	<b>Edobor &amp; Ekechukwu (2015)</b>	Influences of parenting styles on the personality traits	Extroversion personality trait does depend on parenting styles among senior secondary school students.
3	FOREIGN	<b>Omoruyi (2014)</b>	Influence of broken homes on academic performance and personality development of the adolescents in lagos state metropolis.	There is significant relationship between adolescents from broken homes and academic performance.
4	FOREIGN	<b>Iboro and Oladipo (2014)</b>	A study on openness to experience, conscientiousness and gender as personality indicators of career maturity of in-school adolescents in Ibadan, Nigeria.	Results of regression analyses revealed significant joint effect of openness to experience and conscientiousness on career maturity; significant independent effect of openness to experience on career maturity.
5	FOREIGN	<b>Lee and Kristen (2014)</b>	A study on preservice teachers' personality traits and engagement in creative activities as predictors of their support for children's creativity.	Findings indicate that preservice teachers who had higher scores on the openness to experience personality trait had more engagement in creativity-related experiences
6	FOREIGN	<b>Cheung and Leung (2014)</b>	A study on preschool teachers' perceptions of creative personality important for fostering creativity: Hong Kong perspective.	The core creative personalities perceived by the Hong Kong Chinese preschool teachers were found to be similar and these characteristics generally aligned with the western views.
7	FOREIGN	<b>Akomolafe (2013)</b>	Personality Characteristics as Predictors of Academic Performance of Secondary School Students .	The findings imply that teachers should construct learning environments that take into consideration students' individual differences and strengths.
8	FOREIGN	<b>Lifang Zhang (2013)</b>	A study on psychosocial development and the big five personality traits among Chinese University students.	Results indicate that the successful resolution of particular Eriksonian crises reversely predicted neuroticism, but positively predicted extraversion, openness, agreeableness, and conscientiousness.
9	FOREIGN	<b>Datu, J. (2012)</b>	Relationship between big five personality factors and paternal parenting style.	The results revealed that among the big five factors of personality, neuroticism and authoritarian parenting style had significant correlation.
10	FOREIGN	<b>Bart Wille, et.al. (2012)</b>	A transactional approach to person environment fit:	Change in career roles over time was associated with

			reciprocal relations between personality development and career role growth across young to middle adulthood.	change in at least one personality trait, except Openness to experience.
11	FOREIGN	<b>Hakimi &amp; et. Al., (2011)</b>	Relationships between personality traits and academic achievement among students.	There is no significant gender differences in the personality characteristics and academic achievement.
12	INDIAN	<b>Ray and Sharma (2020)</b>	Social networking personality of adolescents and how it differs from their personality characteristics	Aspects of online self-presentation are influenced by adolescents' personality characteristics.
13	INDIAN	<b>Kumari and Singh (2019)</b>	Does being a boy or girl matters for personality development? Study of personality of adolescents from different social classes across gender	No gender difference existed on maturity, creativity and innovation domains of personality in adolescents from all social classes.
14	INDIAN	<b>Khan, Dur. (2017)</b>	Relationship between Personality traits and Performance.	Personality is useful for predicting other work-related criteria, like job satisfaction and job performance.
15	INDIAN	<b>Indira, R.(2017)</b>	Emotional intelligence, Personality Traits and life skills among adolescents.	Findings of the study reveals that adolescents have similar levels of emotional intelligence, personality trait and life skills irrespective of their domicile type (rural or urban).
16	INDIAN	<b>Kumar, P. (2017)</b>	Personality and adjustment of adolescents as related to achievement motivation in varying school environment.	The study showed that ambivert factor of personality does not have much effect on achievement motivation among adolescent students as a whole.
17	INDIAN	<b>Kumar and Bakshi (2016)</b>	Personality traits and academic achievement of tribal (GADDI) secondary school students.	The results indicated that male and female tribal (Gaddi) secondary school students were also found to be average students in their 16 personality traits.
18	INDIAN	<b>Sharma &amp; Agarwal, S (2015).</b>	Impact of Reality Shows on Adolescent's Personality.	The main result from the present study that the students of private schools were more positively affected with reality than students of government schools.
19	INDIAN	<b>Kant, R. (2014)</b>	Interrelationship between personality traits and emotional intelligence of secondary teachers in India.	Many personality factors were negatively related to emotional intelligence of different groups of secondary school teachers but most type



				of relationship was not significant.
20	INDIAN	<b>Mehmet Kemal Aydin, et.al. (2013)</b>	Examining the effects of preservice teachers' personality traits on their teaching competencies.	The findings illustrated that extraversion, neuroticism, agreeableness and conscientiousness have significant effects on teaching competencies.
21	INDIAN	<b>Srinivasa, A. (2012).</b>	Personality of adolescents in relation to their adjustment and decision making.	Personality factors of adolescents influence their adjustment behavior
22	INDIAN	<b>Kumar, S. and Arockiasamy (2012)</b>	Parental influence on psychological value perception of co-curricular activities: its links with improving personality traits of higher secondary students.	The results point out the need to ensure effective participation of students in co-curricular activities which could boost their personality
23	INDIAN	<b>Devi, N. (2011)</b>	Adjustment of students in relation to personality and achievement motivation.	Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments.

## CONCLUSION

Review of related literature on personality development has provided us with a wealth of insights on developmental patterns of traits across the life span, the joint influence of environmental and genetic factors, and more specific effects related to life events and social roles. The literature review clearly articulated the interrelation amongst various factors/variables and it has also given an overview of the previous research works that had already been done from different perspectives to determine the future direction of the research works in relation to personality. The researcher holds that it the study is worth the effort as this will help parents, teachers, education planners and researchers to better understand what it means when a trait changes and what it takes to change a trait.

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