

PERSONALITY TRAITS OF SELECTED ADOLESCENTS IN COCHIN

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CERTIFICATE

I hereby certify that the dissertation entitled **“Personality Traits of Selected Adolescents in Cochin”** prepared and submitted by Ms. Sahla P, is her original investigation, which she has carried out under my guidance and supervision.

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DECLARATION

I hereby declare that the dissertation entitled **“Personality Traits of Selected Adolescents in Cochin”** is a bonafide record of research work done by me during the course of research under the guidance and supervision of Dr.Dhanya. N.

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CONTENTS

CHAPTER	TITLE	PAGE No.
	LIST OF TABLES	
	LIST OF FIGURES	
	LIST OF APPENDICES	
I.	INTRODUCTION	1
II.	REVIEW OF LITERATURE	11
III.	METHODOLOGY	35
IV.	RESULTS AND DISCUSSION	41
V.	SUMMARY AND CONCLUSION	72
	BIBLIOGRAPHY	
	APPENDICES	

LIST OF TABLES

TABLE No.	TITLE	PAGE No.
1.	Schools Selected and Sample Taken for the Study	37
2.	Scoring Pattern of HSPQ	38
3.	General Information of the Selected Respondents	43
4.	Details Related to Qualification and Occupation of Parents	45
5.	Percentage Distribution of Family Details	47
6.	Percentage Distribution of Personal Details of Selected Respondents	49
7.	Family Details of Selected Respondents	52
8.	Others Influence on the Achievement of Adolescents	54
9.	Personal Interest of Selected Respondents	56
10.	Home Environment of Adolescents	58
11.	Mode of spending resources	60
12.	Media Usage	62
13.	Personality Mean Score of Boys and Girls (13year old)	65
14.	Comparison of the Significant Difference in Personality Factors of Adolescents	68

LIST OF FIGURES

FIGURE No.	TITLE	PAGE No.
1	Comparison of religion of the selected respondents	44
2	Comparison of ordinal position of the selected respondents	48
3	Comparison of person preferred for attachment among selected adolescents	50
4	Reaction of parents towards achievements of adolescents	53
5	Person who served as an inspiration	55
6	Celebration of festivals	57
7	Level of strictness at home	59
8	Mode of spending leisure time by selected respondents	61
9	Mode of accessing internet	63
10	Mean score of personality traits of selected adolescents	66

LIST OF APPENDICES

APPENDIX NO.	APPENDIX TITLE
1	Self structured questionnaire
2	High School Personality Questionnaire (HSPQ)
3	HSPQ test profile

APPENDICES

INTRODUCTION

CHAPTER 1

INTRODUCTION

Adolescence is a developmental period characterized by physical, cognitive, socio-emotional, and contextual changes (Steinberg & Morris., 2001). It is taken as a period of adjustment or journey to adulthood. Its age limits are not clearly specified but it extends roughly from age 12 to the late teens, when physical growth is nearly complete. During this period, the young person acquires sexual maturity, hormonal changes and searches and establishes an identity as an individual apart from the family. Basically, it is a period of personality development. Adolescent period poses unique challenges to the parent-child relationship because of the adolescent's increase need of autonomy, independence, and the influence of peers (Killen & Coplan, 2011).

According to American Psychological Association (2015), personality refers to individual's difference in characteristic, pattern of thinking, feeling and behaving. Personality development is the development of the organized patter of behaviours and attitudes that make a person distinctive. Personality development occurs by the ongoing interaction of temperament, character, and environment. Personality is what makes a person unique, and it is recognizable soon after birth. In other words, personality is the unique or distinctive pattern or life style of an individual. It is the fundamental organization of individual characteristic adjustment to his environment. The relationships adolescents have with their peers, family, and members of their social sphere play a vital role in their development.

Adolescence is a crucial period in social development, as adolescents can be easily swayed by their close relationships. The extreme influence peers can have over an individual makes these relationships particularly important to personal development. Peers begin to help the adolescent understand the existence, formation, and specification of personalities. Research shows there are four main types of relationships that influence an adolescent: parents, peers, community, and society. When children go through puberty, there is often a significant increase in parent-child conflict and a less cohesive familial bond. Arguments often concern new issues of control, such as curfew, acceptable clothing, and right to privacy. Parent-adolescent disagreement also increases as friends demonstrate a greater impact on the child. This is especially true when new influences on the adolescent are in opposition to

parents' values. Social media now plays a role in parent-adolescent disagreement, as the advent of the internet has now become a complex place for children to navigate.

When children go through puberty, there is often a significant increase in parent-child conflict, and a less cohesive familial bond. While adolescents strive for freedom, the unknowns can be frightening for parents. Although conflicts between children and parents increase during adolescence, they are often related to relatively minor issues. Regarding more important life issues, many adolescents will still share the same attitudes and values as their parents. Adolescents who have a good relationship with their parents are less likely to engage in various risk behaviours, such as smoking, drinking, fighting, and/or unprotected sex. High quality friendships may enhance a child's development regardless of the characteristics of those friends. As children begin to gain bonds with various people, they start to form friendships, which can be beneficial to development. Strong peer groups are especially important during adolescence when parental supervision decreases and interaction with peer's increases. Adolescents associate with friends of the opposite sex much more than in childhood, and tend to identify with larger groups of peers based on shared characteristics. Peer groups offer members the opportunity to develop social skills such as empathy, sharing, and leadership. Peer groups, or cliques, can have positive influences on an individual, such as academic motivation and performance. They can also have negative influences via peer pressure, such as encouraging drug use, drinking, vandalism, stealing, or other risky behaviour. Susceptibility to peer pressure increases during early adolescence. While peers may facilitate positive social development for one another, they may also hinder it. Emotional reactions to problems and emotional instability have been linked with physical aggression among peers.

Both physical and relational aggression are linked to a vast number of enduring psychological difficulties, including depression. There are certain characteristics of adolescent development that are more rooted in culture than in human biology or cognitive structures. Culture is learned and socially shared, and it affects all aspects of an individual's life. Social responsibilities, sexual expression, and belief system development, for instance, are all likely to vary based on culture. Furthermore, many distinguishing characteristics of an individual (such as dress, employment, recreation, and language) are all products of youth culture. Culture, in this case, is not synonymous with nation or ethnicity. Culture is learned and socially shared, and it affects all aspects of an individual's life. Social responsibilities,

sexual expression, and belief system development, for instance, are all things that are likely to vary by culture. Differences between families in the distribution of financial responsibilities or provision of allowance may reflect various social background circumstances and interfamilial processes. These are further influenced by cultural norms and values. The amount of time adolescents spend on work and leisure activities varies greatly by culture as a result of cultural variations. One of the most important fact is, parents who let their children know that they have confidence in them build self esteem and personal efficacy, leading to more spontaneous disclosure and a cycle of positive patterns (William, 2003). Mistrust on either side can lead to a decrease communication. It has been reported that the emotional withdrawal of some parents who feel they cannot trust their youngsters may promote dependence on peers, more emotionally unsupported autonomy, stress and so forth. (Kerr et al., 1999.)

Another, fundamental issue in adolescent parent relationship is on communication, the open and close communication. It is said that open disclosure communication between parents and children where children are likely to foster parents trust, leads to further positive outcome. On the other hand, high monitoring, where the parents are demanding more disclosure than the child wants to volunteer. It represents as another struggle during the adolescence when privacy and personal boundaries are more important. Parents want to honour their youngsters' privacy but in the same way they also want the disclosure and openness that builds trust. Parents feel compelled to monitor children in various ways, but it is likely that as monitoring increases so does interference in privacy. Thus, such situation may precipitate evasive action by youngsters. (William, 2003)

Adolescent's relationships with family and peers will undergo dramatic changes and shifts. Strong relationships with both family and friends are vital for healthy social and emotional development. Parents tend to influence a young person's long-term decisions, such as career choice, values and morals. Friends are more likely to influence short-term choices, such as appearance and interests. Now a day's relationship between parents and child decreases and it affects, the values and morals of child. The influence of social environments, such as family, peers and school on an individual's development has been investigated by several studies and it has been pointed out that adolescent cognitive development needs both cognitive stimulating interaction and emotional support. According to Collins and Steinberg (2006), the nature of youths' peer social connections changes in influence and complexity

during the course of adolescent development. Although friendships being to emerge in early childhood, the influence and importance of peers seems to increase in early adolescence, peak in middle adolescence, then begins to gradually decline into later adolescence(Collins and Steinberg, 2006;Rubin, Bukowski, and Parker, 2006)

Numerous studies have investigated the role of social environment in the adjustment and development of self-concept. Specifically, parents and peers are important factors of the socialised process which are there in the immediate vicinity of the adolescent and thus make his micro-system (Schwartz et al., 2006).

Parental and peer attachment affects an individual throughout the entire life. It enhances self-esteem, well-being, empathy, core beliefs, as well as relational development and academic development. The transition to middle school is notably difficult for students who fail to make friends with well-behaved children, lack the organisational and study skills required to keep up with assignments, and do not become involved in academic and co-curricular school activities. To protect themselves from feelings of failure and incompetence, students may become apathetic or develop anti-social attitudes and behaviour. Outside the classroom, adolescents who have friends have better family relationships and more positive attitudes toward family relationships. Friendships can also compensate for inadequate families. Adolescents who have low levels of family cohesion but have close and supportive friends have levels of self-worth and social competence equal to their peers who come from cohesive families (Guaze et al. 1996). Friends allow for high self-esteem (which includes freedom from depression) and self-worth, thereby promoting the exploration and development of personal strengths (Hartup, 1999). Furthermore, adolescents who are engaged in friendships are more likely to be altruistic, display affective perspective-taking skills, maintain positive peer status (Savin-Williams and Berndt., 1990), and have continued involvement in activities such as sports or arts (Patrick et al., 1999). Finally, having close same-sex friendships in adolescence forecasts success in early romantic relationships in early adulthood (Collins et al., 1997).

The researchers found that peer behaviours are more likely to affect the adolescent than parental behaviours, whereas parental norms are more likely to affect the adolescent than peer norms. Parents have had a longer time to influence adolescents and retain a responsibility to represent the standards of the adult world. Peers, in contrast, may be shunned if they attempt to impose standards on their adolescent friends but are likely to be

omnipresent as behavioural models within schools (Biddle, Bank, & Marlin, 2001). It is unfortunate that many adolescents do not have parents who are actively involved in their lives, do not provide appropriate supervision, and are unable to clearly communicate their values. This puts these adolescents in an even greater danger of giving in to negative peer pressure.

Peer groups are essential to social and general development. Communication with peers increases significantly during adolescence and peer relationships become more intense than in other stages and more influential to the teen, affecting both the decisions and choices being made. High quality friendships may enhance children's development regardless of the characteristics of those friends. As children begin to bond with various people and create friendships, it later helps them when they are adolescent and sets up the framework for adolescence and peer groups. Peer groups are especially important during adolescence, a period of development characterized by a dramatic increase in time spent with peers and a decrease in adult supervision. Adolescents also associate with friends of the opposite sex much more than in childhood and tend to identify with larger groups of peers based on shared characteristics. It is also common for adolescents to use friends as coping devices in different situations. A three-factor structure of dealing with friends including avoidance, mastery, and nonchalance has shown that adolescents use friends as coping devices with social stresses (http://www.Wikipedia/personality_development/adolescence.org). Although peers are very important for adolescents during this developmental stage, parents also play an influential role in adolescents' lives.

Steinberg and his colleagues (1992) found that adolescents whose friends and parents support academic achievement perform better than adolescents who receive support from only one, or neither. Hence, both parents and friends are important for adolescents' development. Moreover, adolescents are less influenced by friends when they have close and involving relationships with their parents. The ability of friends to influence the behaviours and attitudes of adolescents is magnified when adolescents perceive that their parental relationship is negative or deficient in support and guidance. Parenting styles can also affect peer influence. Authoritative parenting encourages adolescents to be less susceptible to peer influence specifically in domains in which peers are engaging in unacceptable behaviours, but more susceptible to peer influence in domains that are approved by adults (Mounts and Steinberg 1995). Hence, parents can adjust their style of parenting to reflect these favourable outcomes. Peers are more influential in adolescence than at any other time in life. The quality of the relationship between adolescents and their peers, as well as the type of peers they

associate with, play important roles in aiding or impeding their current and future functioning. There are aspects of all peer relations that are unique to the culture and environment in which they exist. The relationship parents have with their adolescents influences their children's susceptibility to negative peer influence. The importance of peer relationship and particularly peer groups sharply increases during the transition from childhood to adolescence. About 75 percent of preschool children are involved in reciprocal friendship with their peers, which rise to 80-90percent in teenage years when adolescents enter larger peer ecologies during the transition to middle school. When adolescents shift their attention from parents to peers, peers become a core influence for their development (Harter., 2012). This is in line with group socialization theory that proposed that peer groups play a major role in children and adolescents socialization, which goes beyond dyadic relationships. This is related in findings showing that adolescents spend an increasing amount of time with peer groups and they become highly, and more than people of other ages, concerned with obtaining social acceptance in peer groups (Brown., 2011). In addition to peer groups, close dyadic relationship with peers also increase during the transition from childhood to adolescence. Adolescents start to form close ties with peers, which prepares them to engage in importance relationship later on, such as with romantic partners (McCormick, Kuo & Masten, 2011).

The findings show that use of social media is extreme in adolescents as they use them not only for socializing, but also for communication, entertainment, and all the other activities. The four main social media factors that influence personality development include (i) Culture of Popularity, (ii) Unreal Standards of Appearance, (iii) Approval Seeking Behavior, and (iv) Prevalence of Depression and Anxiety.(Sultan Alzahrani, 2014.)

Adolescents differ from one another in meaningful ways in the way they think, behave, and feel in reaction to various situations. These differences in personality traits are fairly stable over adolescence. However, stability is not perfect: growth toward a more adaptive personality can be seen, and individual adolescents may change in comparison with their age mates. These individual differences also have profound effects on the way adolescents function in the domains of relationships, school and work, and their psychosocial functioning, even into the area of psychopathology (Klimstra, 2012). Adolescence has been shown to be an important developmental period for the course of psychopathology. For instance, it appears that the adult gender discrepancy in prevalence of depression may be entirely accounted for by higher rates of adolescent onset depression in teenage girls than in

teenage boys. If nothing else, adolescence is a time of exposure to risk factors for the development of later psychopathology. Epidemiological research has supported that adolescents experience high rates of aggression and delinquency. For example, 36percent of adolescents have been in a physical fight over the past year, 6.5percent have carried a weapon to school, 19.3percent have stolen something of nontrivial value (Centers for Disease Control and Prevention, 2006; McMorris et.al 2007). Depression is also prevalent in adolescence with research suggesting that as many as 8percent of adolescents every year experience depression and 17percent of adolescents seriously considered committing suicide in the last year (Centers for Disease Control and Prevention, 2006). Social anxiety is also thought to develop to the level of disorder in early to middle adolescence (Wittchen & Fehm, 2003).

1.1 Relevance of the study

Personality traits have a great impact on the overall performance of a person. During adolescence, which is the period where moulding of the personality take place, there are lot of influential factors which may contribute or delineate this process. This study was takes as attempt to study the existing personality traits of a few selected adolescents and the factors influencing them.

1.2 Aim

The aim of this study was to investigate the personality traits and the factors influencing them in a group of adolescent boys and girls (13 year old) studying in 8th standard.

1.2 Objectives

General Objectives

- To determine if the peers and parents have an impact on the personality development of adolescents.
- To compare the following aspects with regard to adolescent boys and girls
 - ❖ Family background
 - ❖ Personal and family details
 - ❖ Home environment
 - ❖ Spending resources

- To check the influence of media usage among adolescents.
- To determine the influence of parents and peers on the achievement of adolescents.

Specific Objectives

- To determine the personality traits of adolescents (13 year old).
- To study if gender plays a role in personality development
- To study the factors influencing personality development of adolescence

1.4 Hypotheses

- There is no significant difference between the means score of adolescent boys and girls with regard to personality factors A (Cordiality)
- There is no significant difference between the means score of adolescent boys and girls with regard to personality factor B (Abstract thought)
- There is no significant difference between the means score of adolescent boys and girls with regard to personality factor C (Emotional stability)
- There is no significant difference between the means score of adolescent boys and girls with regard to personality factor D (Irritability)
- There is no significant difference between the means score of adolescent boys and girls with regard to personality factor E (Dominance)
- There is no significant difference between the means score of adolescent boys and girls with regard to personality factor F (Carelessness)
- There is no significant difference between the means score of adolescent boys and girls with regard to personality factor G (Conscientiousness)
- There is no significant difference between the means score of adolescent boys and girls with regard to personality factor H (Social boldness)
- There is no significant difference between the means score of adolescent boys and girls with regard to personality factor I (Soft-heartedness)
- There is no significant difference between the means score of adolescent boys and girls with regard to personality factor J (Individualism)
- There is no significant difference between the means score of adolescent boys and girls with regard to personality factor N (Shrewd)
- There is no significant difference between the means score of adolescent boys and girls with regard to personality factor O (Tendency towards guilt)

- There is no significant difference between the means score of adolescent boys and girls with regard to personality factor Q3 (Self-control)
- There is no significant difference between the means score of adolescent boys and girls with regard to personality factor Q4 (Tension)

1.5 Assumption

The following assumptions were also set to facilitate the present piece of investigation

The personality development of adolescence may adversely affect the following aspects of adolescence.

- Parents
- Peer groups
- Media usage

1.6 Concepts used in the study

1.6.1 Personality development

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 what makes a person a unique person, and it is recognizable soon after birth.

In the present study, personality development were assessed in terms of the responses of the individuals to 14 personality traits of High School Personality Questionnaire (HSPQ) by Cattell (1979)

REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

The literature pertaining to the present study entitled “**Personality Traits of selected Adolescents in Cochin**” are summarized under the following headings:-

- 2.1 Adolescence- Meaning and definition
- 2.2 Adolescence and Parents
 - 2.2.1 Parent adolescent bond
 - 2.2.2 Personality and parenting style
 - 2.2.3 Parents and the development of self-esteem
 - 2.2.4 Parental acceptance and rejection
- 2.3 Adolescence and Peer Group
 - 2.3.1 Peer relationships
 - 2.3.2 Peer pressure
 - 2.3.3 Positive (Advantages) attributes of peer groups
 - 2.3.4 Negative attributes (Disadvantages) of peer groups
 - 2.3.5 Peer acceptance and rejection
- 2.4 Achievements
 - 2.4.1 Academic achievement and peer influence
- 2.5 Media Usage among Adolescents
 - 2.5.1 Adolescents: Social and personality development

2.1 Adolescence – Meaning and Definition

The term adolescence comes from the Latin word ‘adolescere’ meaning ‘to grow’ or ‘to grow to maturity’. Adolescence is a time of transformation in many areas of an individual’s life. In the midst of these rapid physical, emotional, and social changes, youth begin to question adult standards and the need for parental guidance. It is also a time for individuals to make important decisions about their commitment to academics, family, and perhaps religion. Young adults begin to ask questions such as, “Is school important to me?” and “How do I want to spend my time?” The choices that adolescents make regarding their motivation, engagement, and achievement in school (and in life) and the satisfaction they

obtain from their choices depend, in part, on the context in which they make such choices (Ryan, 2000).

Teachers, parents, and peers all provide adolescents with suggestions and feedback about what they should think and how they should behave in social situations. These models can be a source of motivation or a lack thereof. Modelling refers to individual changes in cognition, behaviour, or effects that result from the observation of others (Ryan, 2000). Observing others perform a particular behaviour or voice a certain opinion can introduce an individual to new behaviours and viewpoints that may be different from his or her own. Observation also enlightens an individual on the consequences of such behaviour and opinions. Depending on these consequences, observation of a model can strengthen or weaken the likelihood the observer will engage in such behaviour or adopt such beliefs in the future.

2.2 Adolescence and Parents

Family is a key factor in the development of children and adolescents. It is a vital part of the system of childhood and adolescence, as well as a system in its own right. Almost every known society has some type of family organization that is an intermediate between the individual and the larger social community. Usually family defined as a unit of two or more persons united by marriage, blood and adoption. Family disorganization indicates detachment in those family ties, which should exist between family members to create a smooth functioning as a group. The reason may be death of father/mother, divorce or separation between parents, abandonment by one of the parent, natural catastrophes, cohabitation, remarriages, and reconstitution in families. Family disorganization with the associated factors of emotional deprivation in formative years, give rise to a multitude of personality problems which take different forms, like mental illness, delinquency, low achievement motivation, loss of adult role to follow, economic hardship, low academic achievement, poor health and nutrition, conflicts, frustration, stress, tension and destructive effect on adolescents (Demo and Acock 1988).

Predictions of specific form of deviant or damaged behaviour depend upon the contributing factors to the child's personality and behaviour. This included parents, their existing status, attitude and values, childrearing practices, the nature of the parent-child relationship, family education background, and social status, family's financial status and other personal and socio-economic characters give different impact towards personality of adolescents. A number of researchers have focused on the parent as an agent in the parent adolescent relationship in an attempt to associate parenting with various adolescent emotional

and behavioural outcomes. Positive pattern of adolescent-parent relationship are linked to adolescent development in many aspects,(Santrock ,2011).

2.2.1 Parent Adolescent bond

Family provides significant support to adolescents, and connectedness with the family was found to be favourable for adolescent development (Santrock, 2011). While talking about adolescent parent relationship, there always comes at first parent –adolescent attachment bond. According to Bowlby’s (1980) attachment theory, a child has to develop attachment bond with his caregiver for social and emotional development to occur normally. The theory states that in times of stress, infants and adolescents will seek comfort from their caregivers, and parents will give their children a sense of security a feeling that ‘all is well’. The need to be close to parents in times of distress and for parents to respond to their children has been thought to be biologically based to promote survival of the species. The attachment system draws parents & children together, therefore to protect children from harm. The positive emotions driven from closeness such as sense of security, rewards the attachment behaviour of both parent and children. The emotional availability of the attachment figure rather than physical proximity becomes the more frequent goal of the attachment system. Attachment experiences not only provide a secure base for adolescents to explore their talents and experiences in a variety of contexts, but such experience also prepare adolescents to become socially connected with others and to learn how to be caregivers for others. Not all attachment relationship provides a true secure base. The theory predicts that parents of securely attached children respond consistently and sensitively. Secure attachments are characterized by open, flexible communication, between parents and children around emotion signals, promoting a balance and range of positive and negative emotions. In contrast, insecure attachment reveals problematic ways of communicating emotions. Parents of insecurely attached children, for example, may respond inconsistently to expressions of distress or ignore them. (Kerr et al. 2003)

In addition, the theory suggests that the quality of individuals’ interactions with caregivers over time create a model of how relationships work and of their own value in relationships. These cognition models are thought to guide feelings, behaviours, and how information about the world is processed. Bowlby (1980) described these representations of attachment relationships as working models because he viewed them as being open to new input and modifications as relationships and context changes. Individuals are believed to learn from attachment relationship, and children are motivated to adapt their attachment

relationships with peers, teachers, and others. Children learn for instance, whether important people in their lives will come to help them when they need help and ways of responding to the distress of others. The aspect of attachment theory offers a perspective to understand relations among relationships with parents, peers, and other significant people. (Kerr et al. 2003) “As attachment figures parents provide unique resources not provided by peers or other adults” for e.g. parents act as information sources. Thus, for the development of positive emotions and positive perceptions one of the tasks that adolescent and their parents must achieve through the teenage years is the maintenance of bond attachment. This comes at the central in adolescent parent relationship. (Collins & Laurson, 2000)

2.2.2 Personality and parenting style

Parents are influential figures in adolescent’s search for identity. Enright & others (1980) studies that relate identity development on parenting styles have showed that democratic parents, who encourage adolescents to participate in family decision making, foster identity achievement. Autocratic parents, who control the adolescent’s behaviour without giving the adolescent an opportunity to express opinions, encourage identity foreclosure and discourage identity exploration. Permissive parents, who provide little guidance to adolescents and allow them to make their own decisions, promote identity diffusion. (Santrock ,2011).

Baumrind (1971) identified four parenting styles based on two aspects of parenting behaviour issues: *control* and *warmth*. Parental control refers to degree to which parent control their children behaviour from being very controlling to setting few rules. Warmth refers to the degree to which parents are accepting and responsive of their children’s behaviour, opposing being unresponsive and rejecting. (Kopko, 2007.) Among them, ‘authoritative parenting’ was taken as having the profound effect. Baumrind (1971) work on the dimensions of parenting style found that authoritative parenting was strongly associated with child competence. (Fletcher, et al.2011.) Authoritative parents are warm but firm (Kopko 2007). They encourage children to be independent but still place limits and controls on their actions. An authoritative parent might put his arm around the child in a comforting way and say, “You know you should not have done that. Let’s talk how you can handle the situation better next time.” The adolescents demand logical explanations for comments and discipline and the authoritative style of parenting focuses on logical explaining to child. In 1950s, a distinction was made between psychological and physical discipline, reasoning

under psychological discipline was emphasized as the best way to rear child. (Santrock, 2004)

Authoritative parents engage in discussions and debates with their adolescent. Research demonstrates adolescents of authoritative parents learn how to negotiate and engage in discussions. Parents are willing to entertain, listen, and take account of their teens' viewpoint which develops the perspective that their opinions are valued making them more socially competent, responsible, and autonomous. (Kopko, 2007.) More recently, authoritative parenting has been shown to have beneficial effects on adolescent competence and adjustment across wide array of domains like academic achievement, mental health, behaviour problems, and psychosocial competence (Fletcher, et al., 2011).

2.2.3 Parents and the development of self-esteem

Numerous studies investigated the role of social environment in the adjustment and development of self-concept. Specifically, parents and peers are important factors of the socialised process which are there in the immediate vicinity of the adolescent and thus make his micro-system (Schwartz et al., 2009). The largest body of work confirms the important role of parents in the development of adolescents. The notion that the attachment which is developed in the relationship between mother and child forms the basis of the internal working model has been present since the middle of the last century. The importance of this mental framework for the understanding of the family and family processes influences development throughout life (Klarin, et al, 2012).

The model is formed on the basis of the interaction with significant persons in the life of a child during early childhood (Bowlby, 1973). From the child's perspective, the person with whom the child develops an attachment is unique and irreplaceable (Feeney, Noller, & Roberts, 2000). Attachment also develops in later periods of life, but to people outside the family context. According to Bowlby, these people are the second in the hierarchy of attachment. They may be friends, partners, teachers, and others (Colin, 1996).

Parents remain very important, if not dominant, figures in the lives of adolescents, despite their making relationships with others and developing affections (Castellana, Vilar, & Rodriguez-Tome, 1997). In the family environment, the child learns particular patterns of behaviour which form a model for behaviour outside the home (Bell, Cornwell, & Bell, 1988). Research on the family in the adjustment of adolescents is therefore focused primarily on the observation of parent-adolescent relationships (Dekovi & Buist, 2005). Adolescents

who developed a secure attachment to their mothers at an early stage of development manifest various forms of adjusted behaviour (Van Den Akker, Dekovi , & Prinzie, 2010). Adolescents who have better family relationships also develop better social relationships outside the family environment (Engels et al, 2001), they are more successful academically, and more independent, less prone to taking drugs (Steinberg et al, 2001), and they have higher self-esteem, especially if their mother's support is strong (Hoffman et al, 1988). The importance of both structural family variables and process family variables for different competences of the child, and with respect to self-esteem, there is an important role for process variables such as the quality of family interaction, parenting style, and parenting practices. This connection of family variables is stronger in children than in adolescents. In any case, the results of numerous studies emphasise the importance of parents for the psychological adjustment of adolescents (Jimenez et al, 2009).

Self-esteem, autonomy, and social competence as measures of psychological adjustment are significantly associated with the behaviour of both parents, and especially of the mother (Choo, 2000). In general, it appears that parental support is a significant predictor of global self-esteem, especially in early adolescence. The social support of adults (parents and teachers) is more important for developing self-esteem in girls than in boys (Brajša et al, 2000). The research conducted on adolescents from two countries (the Republic of Croatia and Bosnia and Herzegovina) leads to a conclusion about the importance of the role of parents in decision-making in different life situations of adolescents, such as choosing a school/university, academic achievement, and moral values (Klarin et al, 2012). The results also suggest cross-cultural differences in the direction of the stronger influence of parents from Bosnia and Herzegovina. Peers and the development of the self-esteem.

Adolescents spend significantly more time with peers. It is reasonable to assume that the role of peers in adolescence is more important than the role of parents. The development of close peer relationships is a universal task in adolescence (Dekovi et al, 2002), and for this reason social relations are concentrated on friends (Wissink et al, 2009). According to Klarin, (2006) the importance of peers is associated with several aspects of development: emotional security, positive self-image, social competence, the satisfaction of the need for intimacy, the adoption of pro-social behaviour and satisfaction . The relationship with peers and friends plays an important role in satisfying the needs for intimacy and closeness. Failure to satisfy these needs, particularly prominent in adolescence, is the result of difficulties in peer interactions, and the outcome is anxiety and social isolation. The

relationship with a friend has a significant effect on self-esteem (Hartup, 1996), and can also be a corrective to the negative self-image acquired in the family environment (Boivin & Hymel, 1997).

The group socialization theory of development put forward by Harris (2000) plays a significant role in this area. The theoretical concept proposed is based on the fact of family change and the growing importance of peers for development. Certain characteristics, such as physical appearance, personality traits, health, etc., are transmitted from parents to children. The structure of the family and birth order also determines the role of parents in child development (Harris, 2000). According to Bester (2007), the findings of research conducted on 98 high-school students. On the basis of correlation analysis, he concludes that, of 14 personality characteristics, 12 are significantly correlated with peer interaction, while only five personality characteristics are significantly associated with relationships with parents. Likewise, where self-esteem is concerned, it is more strongly associated with peer interaction than with parents. The same is true for boys and girls. The author thereby does not reduce the role of parents in the personality development of adolescents, but points out the importance of peer interactions for the formation of the social context in which a young person has the opportunity to practise socially responsible behaviour. The role of friends is also evident in the formation of the motives for achievement and academic self-concept (Bissell-Havran & Loken, 2009). Satisfaction with a friendly relationship contributes to well-being and self-esteem. The sizes of friends' networking sites and the feedback which adolescents receive from their friends in this manner are significantly associated with self-esteem and well-being (Valkenburg, Peter, & Schouten, 2006). Furthermore, the relationship between self-esteem and relationships depends on the culture and gender of respondents (Dekovi et al., 2002).

2.2.4 Parental Acceptance and Rejection

The importance of the parent-child relation is a commonly held assumption and theoretically acknowledged by attachment theorists. According to Bowlby, parents' sensitivity and responsiveness causes children to form mental representations (i.e., internal working models) of the parent as reliable and trustworthy and of the self as worthy of love. The theoretical implication of internal working models in the attachment theory of Bowlby is that ongoing parental rejection makes the child hesitant, aggressive, and hostile toward others because of the chance of rejection. It also causes the child to feel unworthy of love, resulting in impaired self-esteem; depressive feelings, a negative world view, and so on (Rohner 2002).

In other words, negative experiences such as parental rejection create mental representations that are distorted, which subsequently influence the way situations and behaviour of others are interpreted (Crick and Dodge 1994). The mental representations of others, self, and the world are thus reinforcing each other in a vicious cycle. In addition, there is much evidence that parental and child behaviour reinforces each other as well (Fanti et al. 2008). Although the present study focuses on the effect of parental behaviour on child behaviour, it has to be acknowledged that the opposite direction of effects is also likely to exist, that is, child behavior might affect and produce change in parental behaviour (Pettit and Arsiwalla, 2008). Although attachment theorists emphasize the importance of the parent–child bond in early childhood, others have shown that this importance carries over into adolescence. It has been argued that adolescence is a period of stress, conflict, and detachment between parents and their children. This mainly stems from adolescents’ need for autonomy, resulting in rebellious behaviour of adolescents (Agnew 2003).

Steinberg (2001) concluded that most adolescents report having a good relationship with their parents and that, most importantly, conflict is not normative at all in the average family. Whether the individuation process of early adolescents has a negative impact on their relationship with parents depends on how parents react to their autonomy-striving adolescent children. That is, parents have to learn to balance between giving their children the freedom to do what they want and setting rules and limits (Sentse et al. 2009).

The combination of being warm, involved, responsive, and strict and consistent in setting rules and limits, also known as authoritative parenting, has been consistently found to be beneficial for various forms of adolescent adjustment (Bronte-Tinkew et al. 2006). In addition, researchers have found that (early) adolescents who are rejected by their parents are at risk for multiple forms of psychological maladjustment, such as aggression, hostility, depression, and a negative worldview (Sentse et al. 2009). On the contrary, perceiving love, care, affection, and warmth from parents is related to higher self-esteem, social competence, and lower rates of depression and behavioural problems (Rohner and Britner 2002).

2.3 Adolescence and Peer Group

Adolescence is a period in human development characterized by transition. One of the most important transitions occurring during adolescence is the rise of peer relationships in importance and influence. Peer relationships provide a context not only for the acquisition and maintenance of friendships and friendship networks but also for the development of key social skills, social problem solving skills, and empathy. Peer relationships are not entirely

positive, however, and peers may also play a role in the development of negative outcomes, such as poor academic adjustment, delinquency (Ellis & Zarbatany, 2007), aggression (Espelage, Holt, & Henkel, 2003), depression (Landman-Peters et al., 2005), or social anxiety (Elizabeth, King, & Ollendick, 2004). While friendship emerges relatively early in childhood, research on peer networks has demonstrated that the influence and importance of peers appears to increase beginning in early adolescence. This trend continues until the influence of peers peaks in middle adolescence and begins a gradual decline into later adolescence (Rubin, Bukowski, & Parker, 2006). This pattern indicates that adolescence may be an ideal time to study changes in the peer network and implications of these changes for developing youth.

According to Castrogiovanni (2002), a peer group is defined as a small group of similarly aged; fairly close friends, sharing the same activities. In general, peer groups or cliques have two to twelve members, with an average of five or six. Peer groups provide a sense of security and they help adolescents to build a sense of identity

Relation with peers is significant in adolescence as comparisons and identity formation is intense during this period. Their living way is determined to some extent with the people they are associated with. Peer relations are widely believed to be important for different aspects of adolescent development. Among them, psychosocial development is the main area where peers have vital role to play (Dekovic, 2002).

Adolescents are well aware that they influence each other. Lashbrook (2000) reported on a national Gallup poll release that surveyed 13- to 17-year-olds. It was found that 40 percent of the sample cited peer influence when asked why they thought the Columbine High School shooting happened. The Gallup poll release shows that America's teenagers put the blame for tragedies such as Columbine directly on themselves rather than on parents, gun laws or media violence. The poll also reported that this country's youth suggest that one of the best ways to prevent future occurrences is to find ways to foster better communication among students, and to break down the barriers that apparently create hostility between groups in today's American high schools. This research shows that peer influence can be a scary phenomenon for both adolescents and adults in the school setting.

2.3.1 Peer relationships

Friendship refers to a close, mutual and voluntary relationship. Friends have been described most often with respect to their qualities and functions. It has been shown that having friends promotes individuals' well-being and academic success (Wentzel, 2004) and

buffers against maladjustment (Laursen, and Bukowski, 2007). Relationships with peers are very significant aspects of the social environment for adolescents. Adolescents have strong needs to be liked and accepted by friends and the larger peer group, which can result in pleasurable feelings when they are accepted or extreme stress and anxiety when they are excluded and disparaged by peers (Santrock, 2010). These things are also one of the factors which help in maintaining well being of adolescence. While talking about well-being, it is not only absence of diseases or illness but it is a complex combination of physical, mental and social health factors. Well being from social point of view, social well being is a sense of involvement with other people. Many researchers believe that well being is not just about being happy or content, but also about being actively engaged with life and with other people. (Kehily 2007)

According to Black (2002), peer groups provide a forum where teens construct and reconstruct their identities. Castrogiovanni (2002) stated that at no other stage of development is one's sense of identity so unstable. A peer-labelling process may be contributing to the construction of positive identities for some adolescents but negative identities for others. Unfortunately, members of groups may accept negative labels, incorporate them into their identity, and through the process of secondary deviance, increase levels of deviant behaviour.

Peer groups are constantly evolving and many factors play a role in how peer groups function today. Lingren (1995) cited some interesting facts about peer relations. These facts may help adults better understand the potential foundation of some peer group behaviours during adolescence. Adults should understand the facts surrounding peer relations before forming an opinion about adolescent groups in general.

First, during adolescence, parents and their children are more physically and psychologically distant from each other. This is a normal process, but it is shown in decreases in emotional closeness and warmth, increases in parent-adolescent conflict/disagreement, and an increase in time adolescents spend with peers. Second, increases in family strains, such as economic pressures and divorce, have prompted teenagers to depend more on peers for emotional support. Third, in ten to twenty percent of families, parents and adolescents are in distressed relationships characterized by emotional coldness and frequent outbursts of anger/conflict. Fourth, youth gangs commonly associated with inner-city neighbourhoods are becoming a more common phenomenon among youth in smaller cities, suburbs, and even rural areas. Fifth, formal dating patterns have been replaced with informal socializing patterns

in mixed-sex groups. This may encourage casual sexual relationships that heighten the risk of teenage pregnancy, AIDS, and other sexually transmitted diseases. Sixth, ethnicity is replacing individual abilities or interests as the basis for defining peer “crowds.” Finally, the increase in part-time employment among youth has had little effect on peer relations. In order to spend time with peers, teenagers drop extracurricular activities, reduce time spent on homework, and withdraw from family functions.

It is clear that everything from family strain to ethnicity plays a role in how peer groups develop and operate. All of these factors have the potential for creating greater peer influence in or outside of school, and sometimes have the consequence of generating increased pressures on adolescents to engage in problematic behaviours. Some parents may assume that they are the only family experiencing frustration with some of their adolescent’s behaviours when, in reality, frustration between parents and adolescents is a fairly universal occurrence.

2.3.2 Peer pressure

Teenagers learn about what is acceptable in their social group by “reading” their friends’ reactions to how they act, what they wear, and what they say. The peer group gives this potent feedback by their words and actions, which either encourages or discourages certain behaviours and attitudes. Anxiety can arise when teens try to predict how peers will react, and this anxiety plays a large role in peer influence. In fact, Burns and Darling (2002) stated that self-conscious worrying about how others will react to future actions is the most common way adolescents are influenced by their peers. When a teen who takes an unpopular stand and goes against the expectations or norms of the peer group, he or she is at risk for being ridiculed. Ridicule is not an easy thing to accept at any age, let alone when you are twelve or thirteen years old. This leads to the topic of peer pressure.

Peer pressure is defined as when people your own age encourage or urge you to do something or to keep from doing something else, no matter if you personally want to do it or not (Ryan, 2000). The more subtle form of peer pressure is known as peer influence, and it involves changing one’s behaviour to meet the perceived expectations of others (Burns & Darling, 2002). In general, most teens conform to peer pressure about fairly insignificant things like music, clothing, or hairstyles. When it comes to more important issues like moral values, parents still remain more influential than the peer group (Black, 2002).

2.3.3 Positive (advantages) attributes of peer groups

Contrary to popular belief, not all peer influence is negative. Spending more time with peers does not always translate into trouble. Peer influence can, in fact, keep youth participating in religious activities, going to 4-H meetings, and playing on sports teams, even when they are not leaders (Lingren, 1995). The peer group is a source of affection, sympathy, understanding, and a place for experimentation. This factor is consistent with Bowmeister and Leary's "belongingness hypothesis" in that there is a genetically based need to belong. The basic premise is that people of all ages seek inclusion and avoid exclusion. Influence in these primary peer groups can vary from joining the track team or drama club to motivation, engagement, and achievement in algebra class.

- **Serve as a source of information**

Peer groups provide perspective outside of the individual's viewpoints. Members inside peer groups also learn to develop relationships with others in the social system. Peers, particularly group members, become important social referents for teaching other members customs, social norms, and different ideologies.

- **Teach gender roles**

Peer groups can also serve as a venue for teaching members gender roles. Through gender-role socialization, group members learn about sex differences, and social and cultural expectations. While boys and girls differ greatly, there is not a one-to-one link between sex and gender roles with males always being masculine and females always being feminine. Both genders can contain different levels of masculinity and femininity. Peer groups can consist of all males, all females, or both males and females. Studies show that the majority of peer groups are unisex. Peer groups can have great influence or peer pressure on each other's gender role behaviour, depending on the amount of pressure.

- **Serve as a practicing venue to adulthood**

Adolescent peer groups provide support as teens assimilate into adulthood. Major changes include: decreasing dependence on parents, increasing feelings of self-sufficiency, and connecting with a much larger social network. Adolescents are expanding their perspective beyond the family and learning how to negotiate relationships with others in different parts of the social system. Peers, particularly group members, become important social referents. Peer groups also influence individual members' attitudes and behaviours on many cultural and social issues, such as: drug use, violence, and academic achievement and even the development and expression of prejudice.

- **Teach unity & collective behaviour in life**

Peer groups provide an influential social setting in which group norms are developed and enforced through socialization processes that promote in-group similarity. Peer groups' cohesion is determined and maintained by such factors as group communication, group consensus, and group conformity concerning attitude and behaviour. As members of peer groups interconnect and agree on what defines them as a group, a normative code arises. This normative code can become very rigid, such as when deciding on group behaviour and clothing attire. Member deviation from the strict normative code can lead to rejection from the group.

- **Identity formation**

Peer groups (friends group) can help individuals form their own identity. Identity formation is a developmental process where a person acquires a sense of self. One of the major factors that influence the formation of a person's identity is his or her peers. Studies have showed peers provide normative regulation, and they provide a staging ground for the practice of social behaviours. This allows individuals to experiment with roles and discover their identities. The identity formation process is an important role in an individual's development. Erik Erikson emphasized the importance of identity formation, and he illustrated the steps one takes in developing his or her sense of self. He believed this process occurs throughout one's entire life.

2.3.4 Negative attributes (disadvantages) of peer groups

While it is clear that peer groups can be positive for identity formation, negative peer groups do exist and should be of concern to education-related professionals. One aspect that may contribute to the continuation of negative peer groups is passive acceptance of peer-group structure. Teachers expect that students will behave in a certain way that is consistent with their peer group affiliation and consequently make no attempt to intervene with the structure. In other words, teachers passively accept the “brain-nerd” differentiation. Another problem that arises in the school is favouritism toward athletes. Athletes often receive more esteem in school and are often seen by other students as receiving special treatment. Special treatment could come in the form of more teacher-student interaction or more academic help from advisors. This extra attention given towards athletes can be very discouraging for non-athletes and can spark jealousy. If educators focus too much on the athletes and/or popular students, they may not even fully notice a struggling student slip through the cracks.

An additional drawback in the eyes of Alderman (2000) is ability tracking. Ability tracking involves separating students based on their achievement in school in the past. Ability grouping forces isolation among students at different achievement levels, with each group forming its own peer culture. Low achievers are isolated from models of achievement motivation and more effective strategies to succeed. In essence, ability tracking forces students to form groups that may not result in the best outcome. High achieving students can benefit from interacting with low achieving students and vice versa.

Lastly, effort may be diluted when adults use stereotypical images to either excuse or blame students on social identity categories and crowds to which they belong. For example, a teacher may excuse poor student test performance on the basis of family lifestyle, or instead blame the family background for the performance. Blaming poor performance on situational factors gets the student nowhere. Regardless of background, students should be given equal opportunities to succeed and be treated just like everyone else. Standards should be upheld and consequences for not performing well on a test are not always a bad thing. Otherwise, the student may also begin to blame the situational factors and give up trying.

- **Peer pressure**

The term peer pressure is often used to describe instances where an individual feels indirectly pressured into changing his/her behaviour to match that of his/her peers. Taking up smoking and underage drinking are two of the best known examples. In spite of the often negative connotations of the term, peer pressure can be used positively, for example, to encourage other peers to study, or not to engage in activities such as the ones discussed above. Although peer pressure is not isolated to one age group, it is usually most common during the adolescent stage. Adolescence is a period characterized by experimentation, and adolescents typically spend a lot of time with their peers in social contexts. Teenagers compel each other to go along with certain beliefs or behaviours, and studies have shown that boys are more likely to give in to it than girls. There has been much research done to gain a better understanding about the effects of peer pressure, and this research will allow parents to handle and understand their children's behaviours and obstacles they will face due to their peer groups. Learning how peer pressure impacts individuals is a step to minimizing the negative effects it leads to.

- **Future problems**

Success of peer relationships is linked to later psychological development and to academic achievement. Therefore if one does not have successful peer relationships it may lead to developmental delays and poor academic achievement perhaps even incompleting of a high school degree. Children with poor peer relationships may also experience job related and marital problems later in life.

- **Risk behaviours**

Several studies have shown that peer groups are powerful agents of risk behaviours in adolescence. Adolescents typically replace family with peers regarding social and leisure activities, and many problematic behaviours occur in the context of these groups. A study done in 2012 focused on adolescents' engagement in risk behaviours. Participants completed a self-report measure of identity commitment, which explores values, beliefs, and aspirations, as well as a self-report that measures perceived peer group pressure and control. Both peer group pressure and control were positively related to risky behaviours. However, adolescents who were more committed to a personal identity had lower rates of risk behaviours. Overall,

this study shows us that adolescent identity development may help prevent negative effects of peer pressure in high-risk adolescents.

- **Aggression and prosocial behaviour**

Social behaviours can be promoted or discouraged by social groups, and several studies have shown that aggression and prosociality are susceptible to peer influence. A longitudinal study done in 2011 focused on these two behaviours. A sample of adolescents was followed over a one-year period, and results showed that adolescents who joined an aggressive group were more likely to increase their aggression levels. Also, adolescents were likely to display prosocial behaviours that were similar to the consistent behaviours of the group they were in. An adolescent's peer group plays a role in shaping him or her into an adult, and the lack of positive behaviour can lead to consequences in the future.

- **Sexual promiscuity**

Adolescence is also characterized by physical changes, new emotions, and sexual urges, and teenagers are likely to participate in sexual activity. A longitudinal study done in 2012 followed a group of adolescents for thirteen years. Self-reports, peer nominations, teacher ratings, counsellor ratings, and parent reports were collected, and results showed a strong correlation between deviant peer groups and sexual promiscuity. Many teens claimed that the reasons for having sex at a young age include peer pressure or pressure from their partner. The effects of sexual activity at a young age are of great concern. Pregnancy and sexually transmitted diseases are only a few of the consequences that can occur.

2.3.5 Peer acceptance and rejection

When children move into adolescence other attachment figures come to play an important role in their need to be loved, liked, supported, or in general, to belong. Peer relations are attractive for adolescents in realizing a sense of belonging because they are more egalitarian, less controlling, and less judgmental than relations with adults. Reflecting this, in adolescence peers become of increasing importance as “socializing agents” (Buehler 2006). For example, after school adolescents spend twice as much time with peers than parents and they rely less on their parents and family for problem solving (Agnew 2003). Peers can have both positive and negative influences on a variety of adolescent outcomes. Research has shown that peers can influence maladaptive outcomes, such as antisocial behaviour (Patterson

et al. 1998). It has been consistently shown that the number of delinquent friends is one of the strongest correlates of delinquent behaviour in adolescence (Buehler 2006).

The concept of peer acceptance-rejection, that is, a child's social standing in a group, is one of the most researched predictors for adjustment. Being accepted by peers provides adolescents with a sense of belonging in the peer group. This saliency of the need to belong to peers is supported by the numerous researchers who have shown that being accepted by peers is important for the social and mental development of adolescents. In contrast, being rejected by peers has detrimental effects on the mental and social development of adolescents, and puts them at risk for later emotional and behavioural maladjustment (Rubin et al. 2004).

2.4 Achievements

2.4.1 Academic achievement and peer influence

Another important aspect of adolescent peer groups is motivation. The difference between motivation and engagement is that motivation is more focused on student cognition underlying involvement in schoolwork (i.e., beliefs) and engagement is more focused on actual involvement in schoolwork (i.e., behaviour). Ryan (2000) found that peer groups were influential regarding changes in students' intrinsic value for school (i.e., liking and enjoying) as well as achievement (i.e., report card grades). The peer group was not, however, influential regarding changes in students' utility value for school (i.e., importance and usefulness). It was found that associating with friends who have a positive affect toward school enhanced students' own satisfaction with school, whereas associating with friends who have a negative affect toward school decreased it (Ryan, 2000). Landau (2002) stated that an adolescent's expectancy of success was the primary predictor of academic effort and grades. A sense of belonging and support of a peer group was also significantly associated with these outcomes. Athletics, dating, and sexual behaviour, as well as alcohol, drug, and tobacco use have been shown to be important to friendship choice in adolescence. For some adolescents, other interests may compete with or take charge over similar academic motivation and engagement as criteria for selecting a peer group. This could put an adolescent's motivation and engagement in school in a precarious position (Ryan, 2000). Through selection, some adolescents may place themselves in peer group situations that support or foster their

achievement-related beliefs and behaviours. Others may place themselves in contexts that weaken achievement-related beliefs and behaviours.

Peer influence on academic outcomes gradually becomes more dominant. The peer groups have an even stronger influence than that of parents, although that extreme position has been refuted by other researchers (Berk, 2005). Doing part in peer groups is a key stage of development and creation of adolescent identity (Santor, 2000). Many see their peers as role models. These models can be a source of motivation or lack thereof.

There are two kinds of models, the positive and the negative: Positive models, refer to individuals who have achieved outstanding success and are widely expected to improve others to pursue excellence and similar negative patterns that refer to individuals who have experienced disaster and is widely expected to motivate people to take steps necessary to avoid similar unpleasant result (Lockwood dhe Kunda, 2002). Also, we can say that it is the pressure of their peers which can lead teens to unhealthy and unsafe behaviours and in their academic achievements.

Peer pressure may be defined as the insistence and encouragement of the same age group individuals to make or force the individual to do something (Santor, Messervey & Kusumakar, 2000). Pressure is associated with wrong decisions, rebellion and humour fluctuations, which will lead to a poor academic performance, because of the fact that adolescents are not cooperative in the process of learning outcomes and as a result their school results fall weakly. (Sharry, 2004). Contrary to popular belief, not all peer influence is negative. Spending more time with peers does not always translate into trouble (Lingren, 1995). Positive peer influence on academic performance depends on adolescent self-identity, self-esteem and self-reliance.

Effects of peer group academic performances are also examined through (Brock and Durlauf, 2001) and Moffitt (2001), who stress in particular the impact on the educational context. This is particularly true in classrooms and schools, where researchers have increasingly recognized that academic achievement may be affected by social concerns (Juvonen, 2006). In fact, research shows that students' peer relationships may be associated with adaptive school outcomes, especially during periods of distress, such as transitioning to a new school (Juvonen, 2006).

What this literature does not make clear, however, is when and why some peer relationships promote achievement, whereas others encourage disinterest and, in some cases, obstruct optimal achievement (Juvonen, Graham, & Schuster, 2003). Despite relationships with other areas of adolescent functioning, peer influence is more likely to affect academic

functioning abilities in adolescence. Research studies in the field of relationships among peers and academic achievements show that the effect of peer orientation in academic achievement is to be taken into account. Extreme orientation toward peers, involving willingness to ignore parents' rules, schoolwork, and one's own skills for the sake of popularity, has been linked to greater problem behaviour in seventh, tenth, and twelfth grade and lower academic achievement in seventh and tenth grade (Fuligni, 2001).

The peer group is a source of affection, sympathy, understanding, and a place for experimentation. It is always possible for parents to talk with school counsellors and professionals to help with the problem. Allen et al (2005), reports that adolescents who were well-liked by many peers displayed higher levels of ego development and secure attachment, as well as better interactions with their best friends. It was found that associating with friends who have a positive affect toward school enhanced students' own satisfaction with school, whereas associating with friends who have a negative affect toward school decreased it (Ryan, 2000). Less motivated or disengaged students, on the other hand, "are passive, do not try hard, and give up easily in the face of challenges". From a social competency perspective, it is likely that students who have difficulty establishing themselves in a peer group may also have academic difficulties in school. While the differences are more observed between adolescents that are neglected and those who are rejected. Wentzel and Asher (2004) find that socially neglected early adolescents may fare better than average in terms of academic achievement.

Experiencing peer rejection can produce heightened anxiety (e.g., worry over being teased or left out) which interferes with concentration in the classroom and impedes children's acquisition and retention of information (Nansel et al 2001). This finding emphasizes the importance of which elements are most important in affecting the academic arrivals. However, the percentage of teenager's friends with academic orientation itself is not predictive of academic achievement (Fuligni, 2001). This may be an evidence of lack of peer influence academic achievement, or a need to investigate other aspects of friendship beyond the similarity in academic success (Fuligni, 2001).

Friendship interactions are particularly important with regard to social integration because adolescent are more likely to stay in school when they feel comfortable and connected to other adolescent with similar interests and aspirations. This phenomenon of similarity among friends is known as homophily and is seen on a variety of characteristics, including academic characteristics (Prinstein and Dodge, 2008). In addition, studies have reported that having a good friend or companion who appreciates your academic

achievements, serves as a positive factor to achieve motivation. They also tend to be engaged in and even excel at academic tasks more than those who have peer relationship problems (Rubin, Bukowski, and Parker, 2006). In this regard, the selection of friendship serves as a purpose to achieve academic development (Resnick, Ireland, and Borowsky, 2004). By choosing to associate with particular peers, adolescents select a social context which exposes them to a particular set of values, behaviours, and opportunities. Whether or not students select friends with similar academic goals, they may become more similar over time via socialization. Peers are "the single most potent source of influence," affecting virtually every aspect of development—cognitive, affective, psychological, and behavioural. Student interaction with friends can positively influence overall academic development, knowledge acquisition, analytical and problem-solving skills, and self-esteem. It has been pointed out that peer selection and influence from peers are complementary processes that work together to produce the adolescent's social context. Adolescents acquire friends who are similar to them, and they also appear to acquire new friends who are rather similar to their old friends. Based on the prevailing view in the existing literature on friends and academic adjustment (Brown, 2008), hypothesize that selection processes occur among friends for achievement of the goals. Cooperative goal structures require that students interact while working on academic assignments, thus building relationships while making academic progress. The more successful students are in building positive peer relationships, the more likely these students are to achieve. It is also recommended that additional research examine the influence of peer group acceptance on the academic performance of adolescents in the context of other potential influences, including the nature of relationship, the academic culture in at home, and the support and encouragement that students receive from teachers at school.

2.5 Media Usage and Adolescents

The media exerts an enormous, almost a normative influence, over the lives of men, women, adolescents and children. It influences, particularly among teenagers, the ways in which individuals and groups dress, talk, behave, and think. The media, in the forms of movies, television, radio, and print as well as the new electronic communications media of the Internet, helps to connect individuals to one another and to the world. Invariably, this powerful influence shapes the ways in which viewers or participants perceive the world and their own place within that world.

The mass media refers collectively to all media technologies which are used for mass communication, and to the organizations which control these technologies. Since the 1950s, in the countries that have reached a high level of industrialization, the mass media consisting of cinema, radio and TV has a key role in political power. The mass media plays a significant role in shaping public perceptions on a variety of important issues, both through the information that is dispensed through it and through the interpretations it places upon this information. It also plays an important role in shaping modern culture, by selecting and portraying a particular set of beliefs, values, and traditions (an entire way of life), as reality. That is, by portraying a certain interpretation of reality, it shapes reality to be more in line with that interpretation. The mass media consists of the internet, television, newspapers and radio. The internet is significantly more influential than any other media. It is nearly twice as influential as TV and eight times more influential than traditional print media. The mass media is good for socializing and important in reporting people essential information and news, but it very often wastes people time and distracts their attention.

The mass media has a huge influence on people of all ages but teenagers are exposed to mass media more than any other adults are. In lack of interesting places for socializing and leisure activities, teenagers turn to social networks which are more available and cheaper than other ways for searching companionships.

The internet is absolutely the winner when we talk about the influence of media on teenagers. The other media like TV and newspapers are less but also present in teenagers' proportion of daily activities. During this period of growing up, they try to talk, dress and behave like popular TV and music stars. They choose which group of people to belong to, and friends to hang out with. If you want to keep in step with modern technology, it is almost impossible to resist the need to join Facebook, Twitter or MySpace. Teenagers ignore their studying and sport activities in exchange for sitting in front of their computers. Their body does not develop and grow properly and they often have health problems.

Teenagers' views on things, attitudes and opinions change a lot too. They copy styles of famous people and sometimes forget who they really are. They try to look like celebrities but they do not know how to get good marks at school. The internet imposes a model of style, behaviour, attitudes and fashion and that makes children look alike and act similarly. When you walk down the street, you can see many teens wearing the same clothes. Rich children slur poor ones and that becomes very normal in teen societies. Internet and other forms of media are now deeply integrated in our daily lives and adolescents are deeply connected with this new media as they were born in a time when technology is at its peak and available for

all to use. A study was conducted in the developed countries and it was found that adolescents spent most of their time using new media as compared to any other activity, second only to sleeping (Haan, and Huysmans, (2004). New media is an important part of the daily lives of adolescents and they constantly connect their offline lives with online presence and make use of multiple sources (smartphones, laptops, ipad, etc.) to stay in touch with their social networks, especially facebook and twitter.

Constant communication is the main motivation behind obsession with new media (Subrahmanyam and Greenfield (2008). The use of new media is not limited to the internet as adolescents can be seen using multiple media simultaneously rather than taking turns (Livingstone, S. (2008). . Adolescents are constantly using new media for homework, socialization, and entertainment. Thus, it can be said that they are under heavy influence of social media.

2.5.1 Adolescence: Social and personality development

An important development factor during adolescents is that children become more self-conscious and become increasingly concerned about who they are. They are old enough to understand the concept of society and placing themselves in the society while maintaining their individuality at the same time. They also go through significant bodily changes which lead to the development of self-concept. Thus, self-esteem is an important concern in people of this age because they not see themselves fit for the society or may find incongruence in their real self and ideal self.

Teenagers' views on things, attitudes and opinions change a lot too. They copy styles of famous people and sometimes forget who they really are. They try to look like celebrities but they do not know how to get good marks at school. The internet imposes a model of style, behaviour, attitudes and fashion and that makes children look alike and act similarly. When you walk down the street, you can see many teens wearing the same clothes. Rich children slur poor ones and that becomes very normal in teen societies.

The psychosocial development of children and the youth today is embedded in a media society. Socialization is understood as an interaction between the individual and its environment. Media are used to accomplish developmental tasks and media literacy has become a developmental task in itself. The presence of media in all social subsystems of everyday life alters the general socialization processes, like the integration into peer groups or the detaching from the parents. Media can play the role of resources or the role of risk factors for the development. Empirical research shows that children's access to media is more and

more enhanced and an increasing amount of time is spent with screen media. Media socialization of the young people takes on the mode of self education, but children are dependent on adults to prevent negative media effects such as Internet addiction. If media usage is part of an environment which is adequate for children's wellbeing, the psychosocial development will not be affected negatively by the media.(article 2007-url-6.htm)

METHODOLOGY

CHAPTER 3

METHODOLOGY

Important steps in the formulation of research design in the selection of an appropriate methodology. “Methodology is the overall approach to a problem which could be put into practice in a research process, from the theoretical underpinning to the collection and analysis of data” (Remenyi, 2003). The methodology adopted for the study entitled “A study on **Personality Traits of Selected Adolescents in Cochin**” is given under the following sub headings:

- 3.1 Nature of Study
- 3.2 Selection of Area
- 3.3 Selection of Sample
- 3.4 Selection of Tools
- 3.5 conduct of the Study
- 3.6 Analysis of Data

3.1 Nature of Study

The nature of study chosen was descriptive research. The term descriptive research consists of gathering and analysis of data, attempt to develop knowledge. Descriptive research is concerned with hypothesis formulation and testing, analysis of relationship between non-manipulated variables, and the development of generalization. And also in descriptive research variables that exist or have already occurred are selected and observed (Best et al, 2012). In this study, the researcher assessed the personality development of adolescent boys and girls age between 12-13years. The researcher formed hypothesis and development of generalization about personality development of adolescents.

3.2 Selection of Area

The area selected for the present study was Kochi city. Kochi city is a highly cosmopolitan city and it consists of adolescent boys and girls belong to different socio economic and religious status. Several aided government and non-government schools are established in Kochi to provide education to them. The schools selected for the study included St. Teresa’s school, Government Girls High School, Sacred Heart School- Thevara,

CCPLM Anglo Indian School, Thevara. These schools were selected also because of the ease of accessibility to collect the sample.

3.3 Selection of Sample

The small group that is assumed to relate to the population from which it is drawn is called a sample (Best and Kahn, 1999). The sample comprised of 120 adolescent boys (50) and girls (70) age group of 13 years, studying in 8th standard.

Stratified random sampling technique was used because it consists of subdividing the population into smaller homogeneous groups to get more accurate representation. With stratified sampling, the researcher divided the population into separate groups, called strata. Owing to a number of schools activities and other practical problems, certain schools were approached but were unable to take part in the research project. Four available schools (strata) were willing to take parts in the project. The school represents learners from an average socio-economic background.

Four educational institutions were selected by the researcher namely St.Teresa's school, Government Girls High School, Sacred Heart School, Thevara, CCPLM Anglo Indian School, Thevara. The schools were selected because of ease of accessibility to collect the sample. Fifty boys selected from two aided school, 25 adolescent girls selected from government and 45 adolescent girls from aided school.

Table 1

School Selected and Sample Taken for the study

Name of schools	No. of boys selected	No. of girls selected
St.Teresa's school	0	45
Sacred Heart School	25	0
Government Girls High School	0	25
CCPLM Anglo Indian School	25	0
Total	50	70

3.4 Selection of Tools

Two tools were used for this study

- (i) A self-designed questionnaire (Appendix 1) was the first tool selected for collecting the general information of the sample. The questionnaire consisted of 56 questions, which furnished details on gender, educational level of parents, personal details of sample, sample family details, interest and others influence on achievements of sample and media usage etc.
- (ii) The investigator used High School Personality Questionnaire (HSPQ),(Appendix 2) developed by Cattell and Beloff (1979) to measure the 14 personality factors of adolescents. The HSPQ contained two parts; each part contained 70 questions to obtain general assessment of the personality. This questionnaire was chosen because it is the most general personality questionnaire for adolescents and because it is both reliable and valid. The reliability of the different factors varies from 0.69 to 0.78 (Visser, Garbers-Strauss & Prinsloo, 1992:48).

Table 2

Scoring Pattern of HSPQ

SL No	Question	Score of the choice	
		Low score	High score
1	Part A1 (1-70)	1	2
2	Part A2 (1-70)	1	2

3.5 Conduct of the Study

The investigator selected four schools and got permission from the authorities to collect relevant data. Rapport was created with the students and the questionnaire was distributed. They were given instructions on how to fill them up. The questionnaire was completed during school hours by each respondent in the sample. The questionnaire was not completed simultaneously by all the participants. Instructions were read aloud to the respondents before they completed the questionnaire. The participants were also given the opportunity to ask questions about any areas of confusion both before, and during completion

of the questionnaire. The respondents were asked to mark their answers on the questionnaire. The information collected in this way was then coded for statistical computer analysis.

3.6 Analysis and Interpretations of Data

An analysis of data was done from the responses given by the adolescent boys and girls in the self designed questionnaire to find out the influence of parents and peer group among the personality development of adolescents. A statistical test i.e., the standard deviation and was applied to determine the relationship between development of each personality factor among adolescent boys and girls.

The relationship between each personality factor or 14 separate personality characteristics were calculated using Standard deviation and general information, family background, personal details and family details of adolescent boys and girls calculated using percentage test. Z-test also used for calculating the difference in personality traits among adolescent boys and girls.

Z-test Formula

$$Z = \frac{1 - 2}{\frac{S1^2}{n1} + \frac{S2^2}{n2}}$$

1= Mean score of boys

2= Mean score of girls

S1= SD of boys

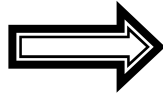
S2= S.D of girls

n1= No.of boys

n2= No.of girls

RESEARCH DESIGN

Selection of Area



Kochi city



1. St. Teresas School
2. Govt.girls High School
3. Sacred Heart School, Thevara
4. CCPLM Anglo Indian School, Thevare

Sampling Procedure



Stratified Sampling

Selection of Sample



- Total= 120 adolescents
- Boys =50
- Girls =70
- Age= 13 year old

Selection of Tool



- ❖ HSPQ-High School Personality Questionnaire
- ❖ Self-designed questionnaire

Analysis of the study



- ❖ Score
- ❖ Standard Deviation
- ❖ Z-test

RESULTS AND DISCUSSION

CHAPTER 4

RESULTS AND DISCUSSION

The data obtained from the study “Personality Traits of selected Adolescents in Cochin” are summarized under the following sub headings:-

4.1 Background Details of Selected Adolescents

4.1.1 General information

4.1.2 Details related to qualification and occupation of parents of respondents

4.1.3 Family background

4.2 Factors Influencing Personality Development of Selected Adolescents

4.2.1 Personal details

4.2.2 Family details

4.2.3 Influence of others on achievements of adolescents

4.2.4 Personal interests of selected adolescents

4.2.5 Home environment

4.2.6 Mode of spending resources

4.2.7 Media usage

4.3 Personality Traits of Selected Adolescents

4.3.1 Personality mean score between boys and girls (13year old)

4.3.2 Significant difference in personality scores between adolescent boys and girls

4.1 Background Details of Selected Adolescents

Background details of selected adolescents in Cochin are discussed under the following subheadings.

4.1.1 General information of the selected respondents

The table below portrays the percentage distribution of general information such as the religion and type of schools the adolescent boys and girls studied in.

Table 3
General Information of the Selected Respondents

General Information	Boys		Girls	
	N=50	%	N=70	%
Religion				
• Hindu	17	34	31	44
• Christian	27	54	29	41
• Muslim	6	12	10	14
Type of school				
• Government	0	0	25	36
• Aided	50	100	45	64

The above table shows the percentage distribution of general information among the religion and type of schools the boys and girls studied in. Half of the selected boys (54%) followed Christianity, while 44 percent girls followed Hinduism. The number of adolescent boys and girls studying in aided schools were more than 60 percent.



Figure 1

Comparison of religion of the selected respondents

4.1.2 Details related to qualification and occupation of parents of selected respondents

Parental education and gender had significant association with adolescent’s guilt proneness, maturity self-control and tension level. Well-educated parents are more involved in their children's education as compared to less educated parents. A general conclusion is that there are many factors that influence the adolescent’s stress such as parenting style, parent’s education background, environment of the students (*Sulaiman, et al. 2009*). Home stability, family surrounding, and the pattern in parents’ behaviour, parents’ socio-economic status, family education background, parent child relationship quality and sibling’s relationship quality give different impact towards stress level experienced by the adolescents.

The table below gives a glimpse of the percentage distribution with regard to the qualification and occupation of parents of the selected sample.

Table 4
Details Related to Qualification and Occupation of Parents

Details of parents	Boys		Girls	
	N=50	%	N=70	%
Qualification of father				
• Degree	10	20	8	11
• Plus two	9	18	9	13
• SSLC	24	48	38	54
• B.tech	5	10	6	9
• Others	2	4	9	13
Occupation of father				
• Business man	16	32	26	37
• Construction work	3	6	5	7
• Driver	6	12	8	11
• Fisher man	3	6	3	4
• Masion	4	8	4	6
• Painter	2	4	7	10
• Engineer	1	2	3	4
• Others	15	30	14	20
Qualification of mother				
• Degree	14	28	23	33
• Plus two	14	28	17	24
• SSLC	19	38	23	33
• Below SSLC	0	0	3	4
• Others	3	6	4	6
Occupation of mother				
• House wife	36	72	44	63
• Accountant	2	4	7	10
• Business	2	4	2	3
• Others	10	20	17	24

As regards the educational qualification, fathers (48%) and (54%) respectively of boys and girls were educated only up to SSLC. Twenty percent and eleven percent fathers of boys and girls respectively had studied upto graduation and 18 percent and 13 percent of fathers stopped their education with plus two.

The data also shows that majority of the fathers of boys and girls were businessmen (32% and 37%) respectively and 12 percent and 11 percent of them were drivers. Very few of the respondent's fathers were engineers (2% and 4%) on par with their level of education.

In the case of mothers of respondents most of them had done up to SSLC and had it has their minimum qualification (38% and 33%). It was interesting to note that 28 percent and 33 percent mothers had studied up to graduation while 28 percent and 24 percent of the mothers of boys and girls were qualified up to plus two.

The above table and figure show that most of the mothers of both boys and girls were housewives (72% and 63%) respectively. Only few of them were working as accountants (4% and 10%) and undertaking businesses (4% and 3%).

4.1.3 Family background

The following table and figure represent the percentage distribution of size of family, socio-economic background of family, type of family etc, of the selected adolescent boys (50) and girls (70) belonging to the age group between 12-13 years. The family as a major socialization institution has been generally considered as an important social component for the personality development of adolescents.

Family type and family size were found to be significantly associated with boldness, general ability, maturity, self-control and tension level. Under the Indian cultural setup, self-concept, occupational aspiration and gender are important factors that can influence maturity (Hasan, 2006).

Family income was found to be significantly associated with guilt proneness, leadership, mental health, general ability, self-control and social warmth level of respondents. Economic hardship contributes to the tension level of adolescents in family. Components such as adolescent role performance, school structure; resources and family background were included (Engweiler, 2005).

Table 5**Percentage Distribution of Family Details**

Family background	Boys		Girls	
	N=50	%	N=70	%
Size of family				
• 3 members	8	16	17	24
• 4 members	33	66	31	44
• 5-6 members	7	14	19	27
• 7-9 members	2	4	3	4
Socio-economic background of family				
• Lower class	8	16	6	9
• Middle class	40	80	52	74
• Upper class	2	4	12	17
Type of family				
• Joint	6	12	14	20
• Nuclear	44	88	56	80
Type of home				
• House	48	96	68	97
• Apartment	2	4	2	3
Ordinal position in the family				
• 1	27	54	44	63
• 2	19	38	24	34
• 3	1	2	1	1

The above table show that 66 percent and 44 percent of the boys and girls respectively belonged to families having only have four members and 16 percent and 24 percent of the boys and girls respectively hailed from three member families, which were having single child.

A glance at the socio-economic background of the selected families shows that most of the respondents were from middle class families (80% and 74%). Only few of the respondents belonged to lower class (16% and 9%) and upper class (4% and 17%) respectively.

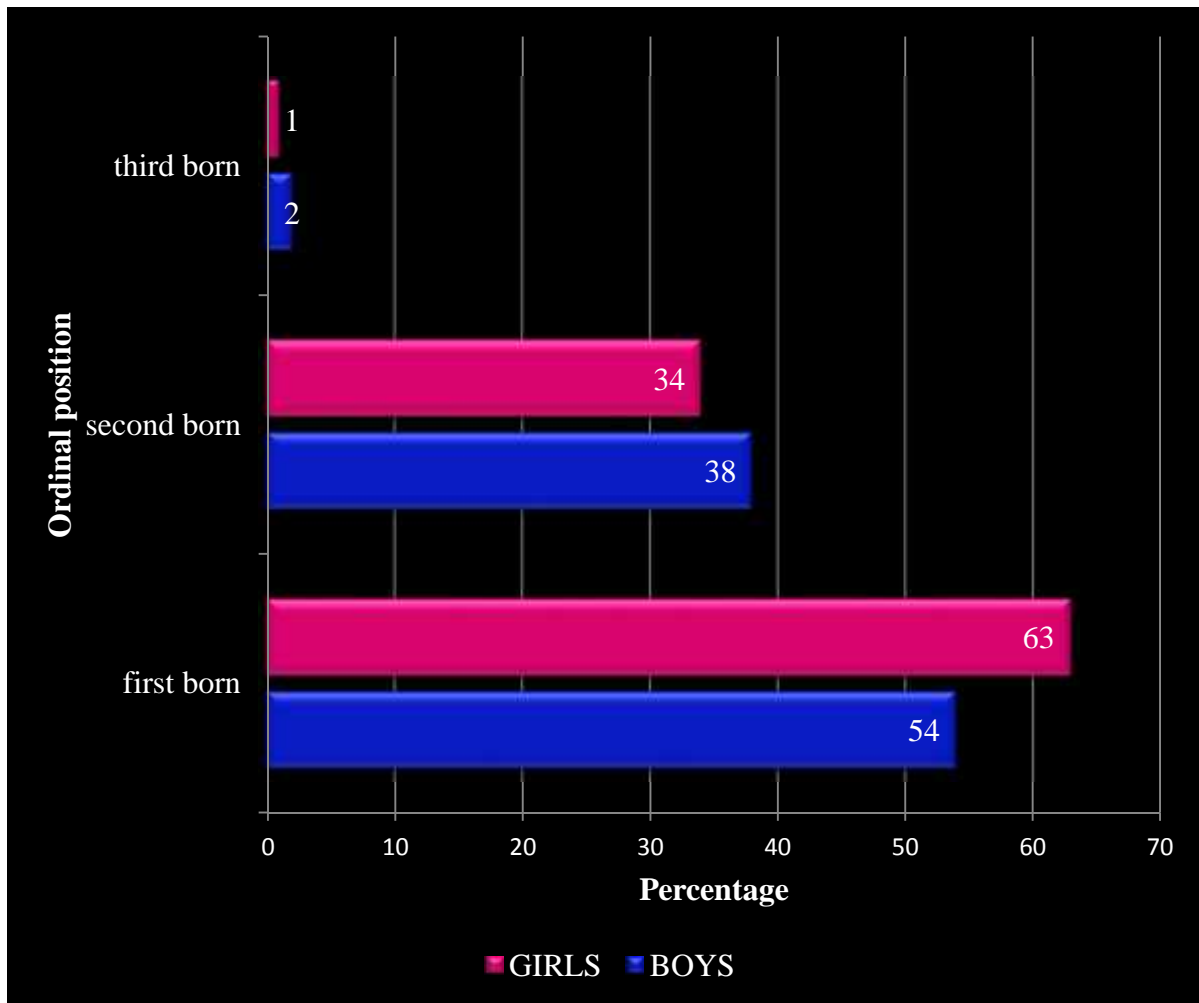


Figure 2

Comparison of ordinal position of the selected respondents

As regards to the type of family, majority of the respondents of both boys and girls were from nuclear families (88% and 80%) respectively. According to Bester (2007), the nuclear family can be regarded as a shared environment. While children in one home generally share the same income, education, parenting style and so on, it does happen that children from one family develop dissimilar personalities.

Regarding to the type of residence, the table reveals that almost 96 percent of the respondents both boys and girls were living in houses and only four percent and three percent of them were residing in apartment.

Fifty four percent of the boys and 63 percent of the girls were the first child in their family. However 38 percent and 34 percent of boys and girls respectively were second born.

4.2 Factors Influencing the Personality Development of Selected Adolescents

4.2.1 Personal details

The following table throws light on the percentage distribution of personal details of the respondents. Jain and Negi (1998) were of the opinion that aspiration was greatly influenced by personal characteristics such as foresight, tolerance, frustrations, self-esteem, and ambition etc

Table 6

Percentage Distribution of Personal Details of the Selected Respondents

Personal details	Boys		Girls	
	N=50	%	N=70	%
Attached more with				
• Father	18	36	17	24
• Mother	36	72	46	66
• Siblings	3	6	10	14
• Friends	1	2	9	13
• Others	1	2	1	1
Person with whom problems are shared				
• Mother	30	60	53	76
• Father	14	28	9	13
• Friends	12	24	16	23
• Others	1	2	1	1
Person given more preference				
• Self opinion	3	6	5	7
• Parents	44	88	65	93
• Friends	2	4	5	7
• Teacher	5	10	1	1
• Others	1	2	0	0
Person who influence more				
• Parents	37	74	59	84
• Friends	10	20	6	9
• Teachers	4	8	6	9
• Others	4	8	2	3

*Multiple responses

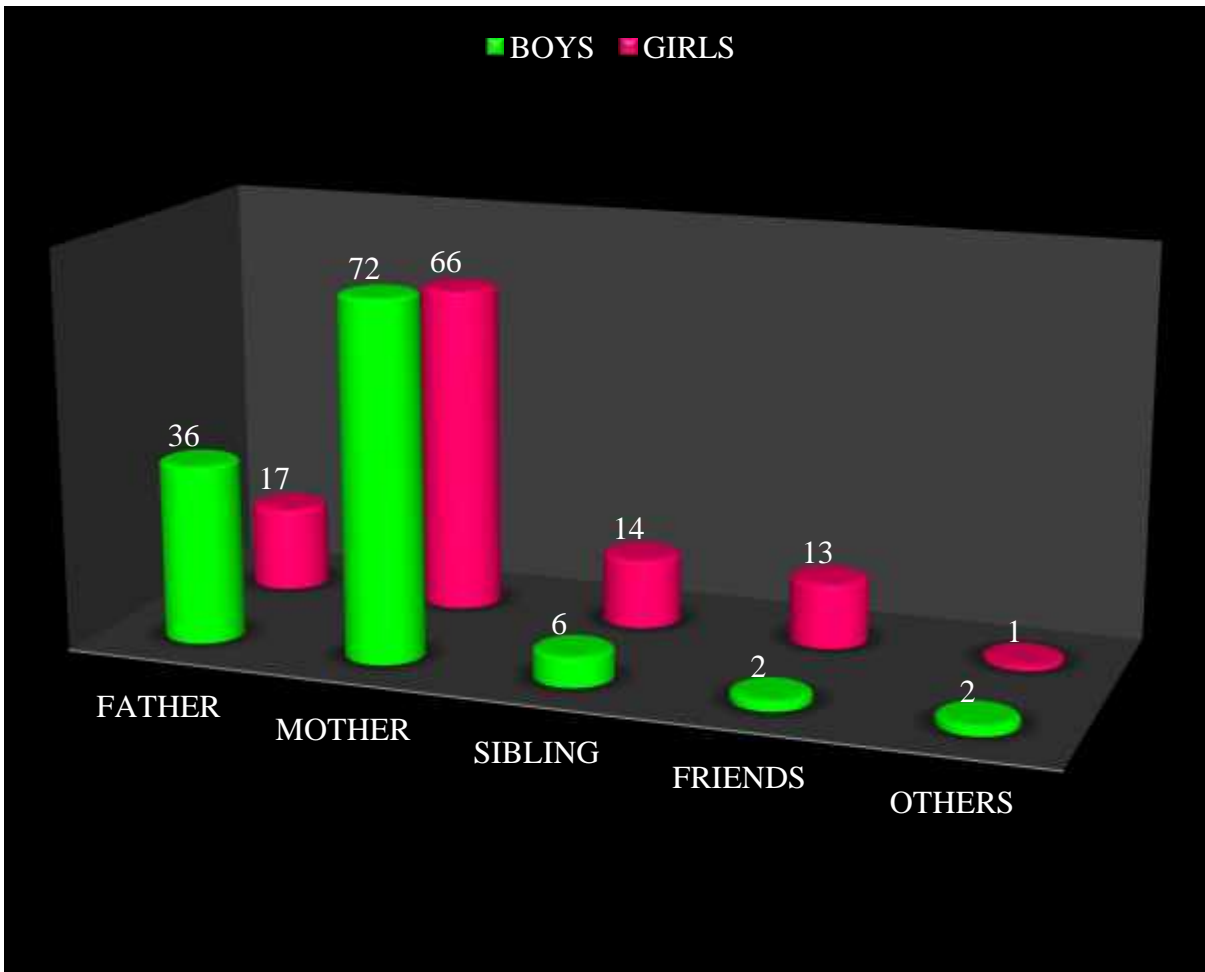


Figure 3

Comparison of person preferred for attachment among selected adolescent

It is evident from the above table that, more than half of the adolescent boys and girls were more attached with their mothers (72% and 66%) respectively. Compared to boys (2%), the girls (13%) showed attachment with their friends. More than one fourth of the adolescent boys were more attached with their father (36%). Compared to boys (6%), girls (14%) showed attachment with their siblings.

The data also shows that 60 percent of the adolescent boys and 76 percent of girls were sharing their problems with their mothers, only 28 percent of boys and 13 percent of girls shared with father. Only one fifth of both boys (24%) and girls (23%) shared their problems with friends. In the case of both boys and girls, family members were preferred for

sharing their problems. It indirectly indicates the adolescent's attachment to family. Family is the child's first and longest context for development. Family helps them to satisfy their immediate needs and give warmth and supportive environments.

The table also highlights that both boys (88%) and girls (93%) gave more preference to their parents. Less than one tenth of them showed preference for their own opinion (6% and 7%), preference to their friends (4% and 7%) and preference to opinion of their teachers is (10%) and (1%) respectively.

The table also reveals that most of the selected boys and girls gave importance to, and were most influenced by their parents, boys (74%) and girls (84%) respectively. Twenty percent of boys and nine percent of girls reported to be more influenced by their friends.

4.2.2 Family details

Family composition influences the lives of every human being. Although parent-adolescent relationship can vary considerably, researchers reveals that for most of the part, the relationship are both very important aspects of development, and more positive than once believed.

Family details of the respondents are given in Table 7 and the attitude of parents towards the achievements of selected respondents is illustrated in Figure 5.

Table 7**Family Details of Selected Respondents**

Family details	Boys		Girls	
	N= 50	%	N=70	%
Problems in family problem				
• Yes	5	10	4	6
• No	45	90	66	94
Compared with siblings by the parents				
• Yes	21	42	18	26
• No	29	58	52	74
Parents have partiality attitude				
• Yes	4	8	10	14
• No	46	92	60	86
Reaction of parents towards achievements of adolescents				
• Highly appreciated	39	78	51	73
• Less appreciated	1	2	2	3
• Neutral	9	18	16	23
• Not at all	1	2	1	1
Attitude towards hobby of respondents				
• Good	38	76	49	70
• Bad	3	6	1	1
• Not at all	9	18	20	29
Have the habit of going for outing with family at leisure				
• Yes	43	86	64	91
• No	7	14	6	9

The table depicts that more than 90 percent of the respondents did not have family problem and more than 50 percent of the respondent's parents did not show partiality between their siblings. When compared with girls (26%), boys (42%) opined that their parents compared them with their siblings. In the light of the present study both boys (92%) and girls (86%) reported that their parents did not show any partiality/favouritism between them and their siblings.

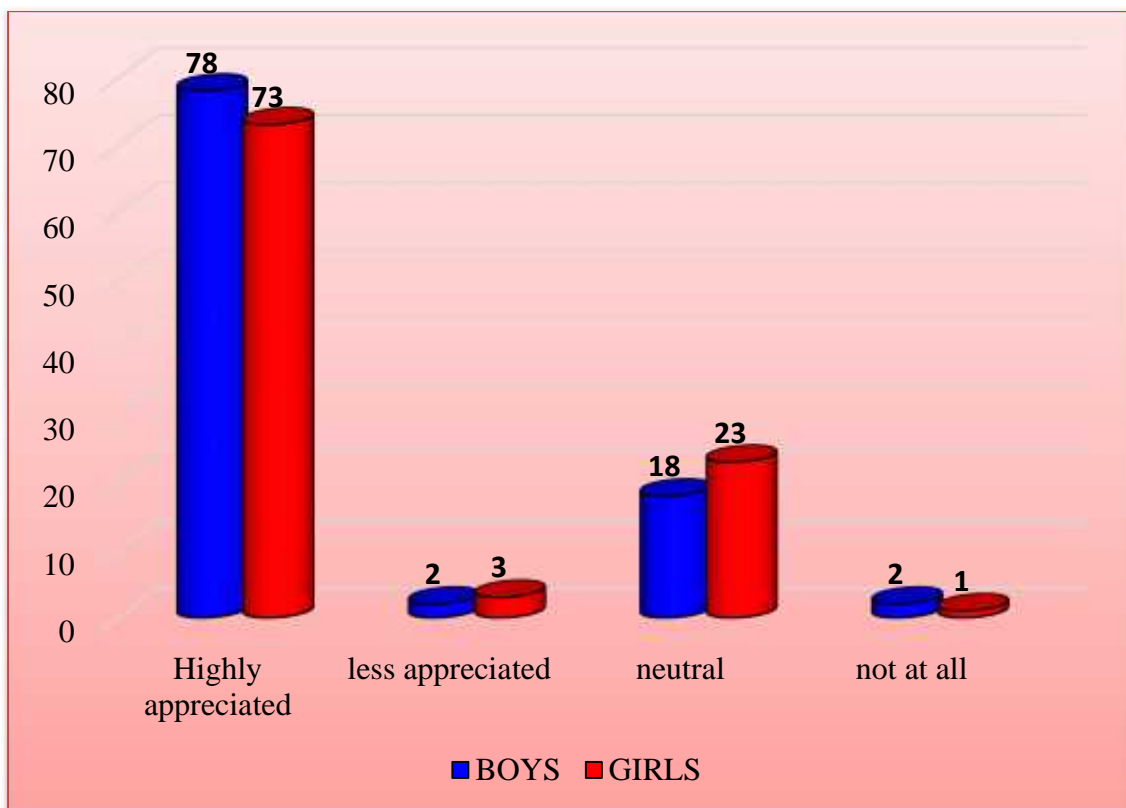


Figure 4

Reaction of parents towards achievements of adolescents

It clearly shows that in the case above 70 percent of the both the respondents, parents were highly appreciative of the achievements of the adolescents/studied and very few of them had neutral response to their achievements (18 % and 23%) respectively for boys and girls.

It was interesting to note that, 76 percent of adolescent boys and 70 percent of adolescent girls had good support from their parents for their hobbies too. While only 18 percent and 29 percent, did not have any appreciation for their hobby.

Majority of adolescent boys (86%) and girls (91%) had the opportunity to go for outing with their family during free time. Only few of the boys (14%) and girls (9%) did not go for outing with their family.

The table shows that the adolescents were living with good family and got much encouragement from their parents. Family’s support and encouragement actively shapes the adolescents self-esteem. A great deal of open communication from parents and some members of the family helps provide a sound board for expressions of emotional feelings like grief, sorrow, and anger. However, in the case of adolescents living in bad or poor family, they lack encouragement, guidance and care from their parents.

4.2.3 Influence of others on achievements of adolescents

Both parents and the peer group influence the personality development of adolescents in different ways. The peer group's influence is the strongest during times of relaxation or recreation, while parental influence is the strongest in terms of school and career opportunities.

Influence of social environment, such as family, peers and school on an individual's development and achievements has been investigated by several studies and it has been pointed out that adolescent cognitive development and achievement needs both cognitive stimulating interaction and emotional support from parents and peer group (Sroufe et. al, 1996).

According to Hurlock (2005), pressure for high achievements, 'the great expectations syndrome' begins early and become stronger as the child approaches adolescence. She has further pointed out that, as children grow older; father becomes more influential especially in the case of boys.

Table 8
Influence of Others on Achievement of Adolescents

Influence on achievements	Boys		Girls	
	N=50	%	N=70	%
Person who appreciates more for achievements				
• Father	34	68	33	47
• Mother	35	70	34	49
• Siblings	3	6	7	10
• Other family members	5	10	5	7
• Teachers	1	20	3	4
• Friends	6	12	11	16
• Others	1	2	0	0
Person who inspires more				
• Father	28	56	26	37
• Mother	27	54	40	57
• Friends	3	6	9	13
• Others	4	8	4	6

*Multiple responses

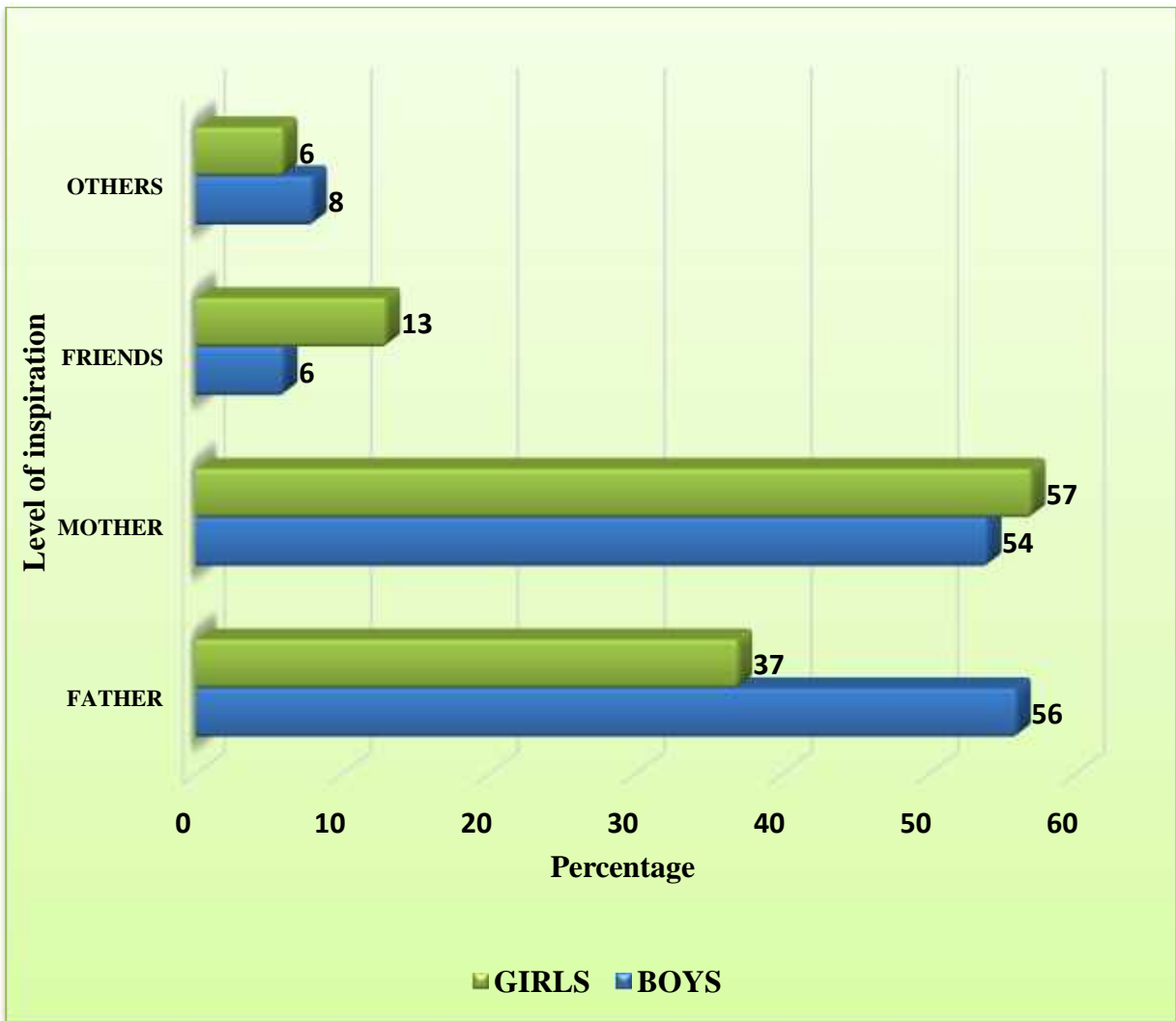


Figure 5

Person who served as an inspiration

The above table reveals that majority of adolescent boys (70% mothers and 68% fathers) and girls (49% mother and 47% father), opined that both mother and father had almost an equal role in appreciating of their achievements. Compared to parents, friend's appreciation for their achievement was very less in the case of boys (12%) and girls (16%).

The data also shows that in the area of adolescent girls, mother (57%) took the inspirational role in inspiring the adolescents than their father (37%). But in the case of boys both fathers (56%) and mothers (54%) has almost an equal role in the inspiration of their children. Very less respondents of adolescent boys (6%) and girls (13%) revealed that friends inspired them more than their parents.

4.2.4 Personal interests of selected respondents

The information related to personal interests of the selected represents is given in table 9.

Table 9
Personal Interests of Selected Respondents

Personal interest	Boys		Girls	
	N=50	%	N=70	%
Hobbies				
• Playing	31	62	7	10
• Drawing and painting	5	10	25	36
• Dancing	0	0	19	27
• Reading	7	14	21	30
• Watching television	2	4	8	11
• Listening to music	1	2	11	16
• Others	5	10	7	10
Prefer to celebrate festivals with				
• Family	38	76	61	87
• Friends	17	34	13	19
• Others	1	2	0	0
Type of movies preferred to watch				
• Comedy	32	64	56	80
• Tragedy	16	32	6	9
• Classic	7	14	5	7
• Socially committed	2	4	7	10
• Don't like to watch	1	2	2	3
Person preferred to watch movie with				
• Family	38	76	52	74
• Friends	12	24	18	26
• Others	1	2	1	1

*Multiple responses

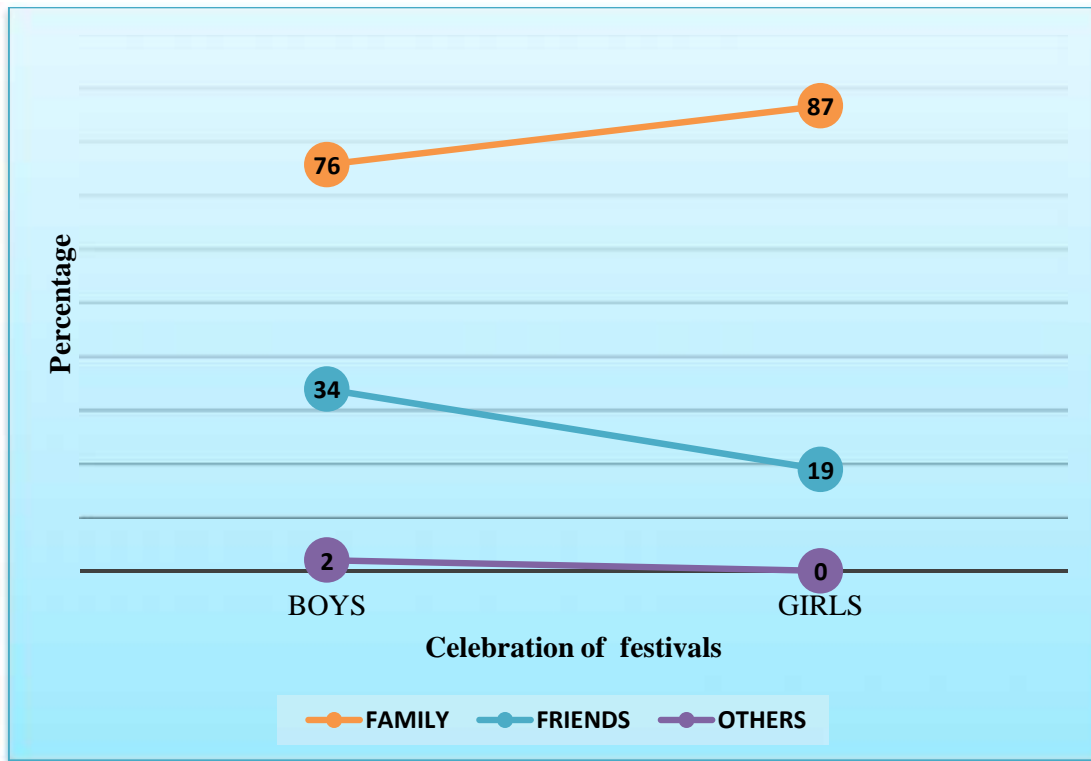


Figure 6

Celebration of festivals

It is evident from the above table that more than 97 percent of the selected respondents have their own hobbies; only two percent in both cases did not have any hobbies. In the light of the present study, playing was the hobby of 62 percent boys. Girls (36%) liked drawing and painting, and 30 percent resorted to reading books. From these, it's clear that gender does have a role in the personality development of an individual. Hobbies of boys differ from that of girls and different hobbies play different roles in the personality development of adolescents.

Table 9 clearly depicts that boys (40%) were more interested in spending holidays with their friends, but girls (47%) liked to spend holidays with their parents, and 31 percent girls liked to spend time with their siblings. Only few of them (4% and 6%) liked to spend time with others. The above table and figure reveal that the majority of both adolescent (76% boys) and (87% girls) celebrated festivals with their family.

With regard to the type of movies preferred, 32 percent boys preferred tragedy movies in comparison to only nine percent girls who preferred the same. Both adolescent boys (64%) and girls (80%) preferred classic movies to watch. Only a meagre two percent were not interested in movies.

More than three fourth boys (76%) and girls (74%) preferred to watch movies with their family, while preference to friends was given by 24 percent boys and 26 percent girls

4.2.5 Home environment of adolescents

Home environment is a crucial factor, as it influences every aspect of the life of an individual. The family as a major socialization institution has been generally considered as an important social component for the development of children and adolescents.

The home environment of selected respondents is given in Table 10

Table 10
Home Environment of Adolescents

Home environment	Boys		Girls	
	N=50	%	N=70	%
Level of strictness at home				
• Maximum	11	22	6	9
• Not strict	3	6	5	5
• Normal	36	72	58	83
Punishment at home				
• Yes	37	74	26	37
• No	13	26	41	59
Pocket money allotted from home per week				
• Nil	19	38	30	43
• 1-50	19	38	28	40
• 51-100	6	12	6	9
• 101-200	2	4	1	1
• 201-500	2	4	1	1
Frequency of feeling happy about life				
• All of the time	11	22	20	29
• Most of the time	16	32	33	47
• Some of the time	13	32	15	21
• Rare	6	12	2	3
• Never	2	4	0	0

*Multiple responses

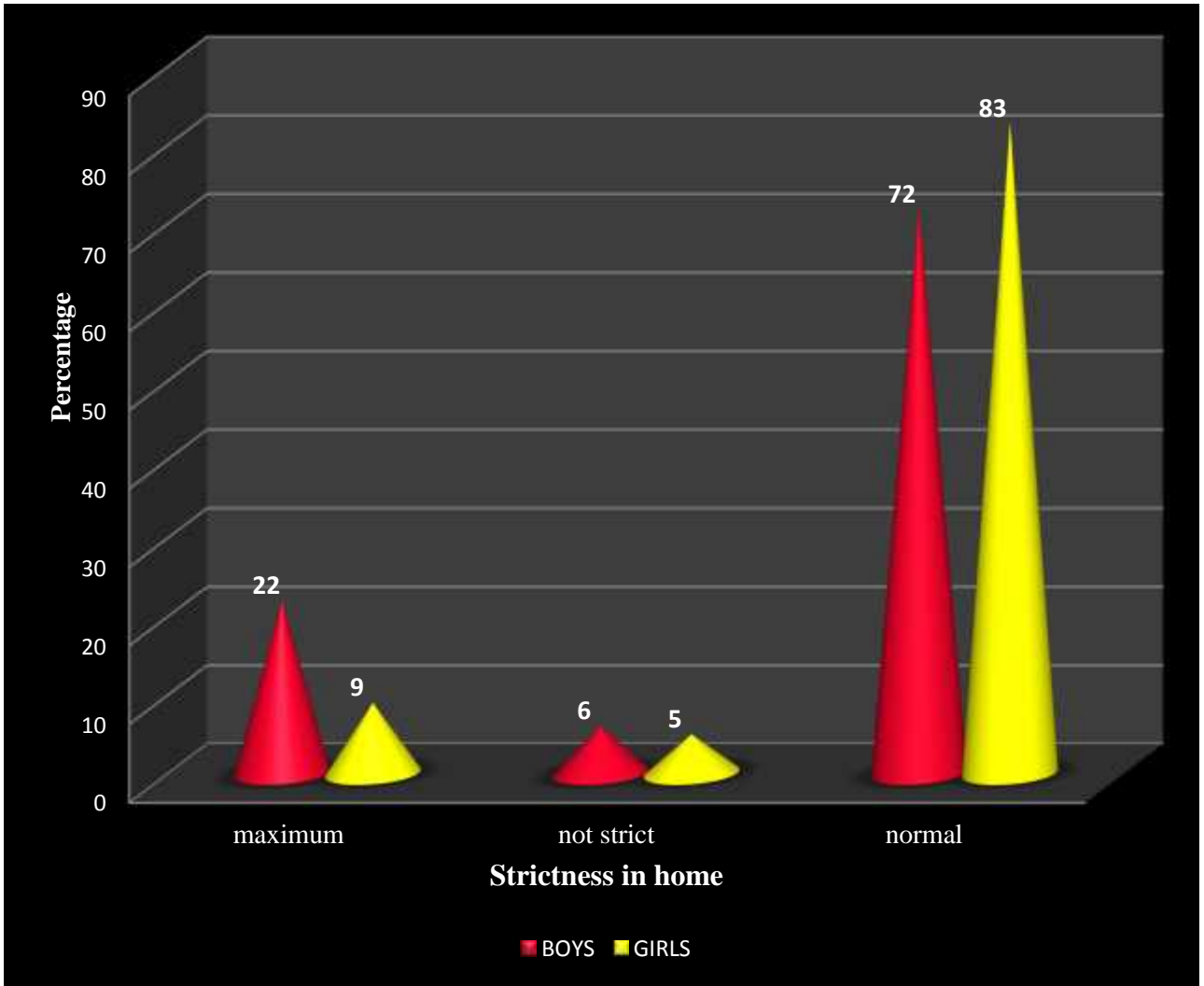


Figure 7

Level of Strictness in Home

The above table and figure portrays that more than half of the boys (72%) and girls (83%) experienced normal level of strictness in their home. However 22 percent boys and nine percent of adolescent girls opined that they experienced strictness at a maximum level. Six percent boys and five percent girls came from homes which were very lenient.

The table above clearly shows that 74 percent of adolescent boys and 37 percent girls got punishment in their home. More than half of the selected girls (59%) suffered no punishment at all in their home. Compared to girls, boys got more punishment at home.

As regards the practice of giving pocket money, 38 percent of boys and 43 percent of girls did not get any pocket money from their home. More than one third of boys (38%) and girls (40%) get an amount between 1-50 rupees per week. Twelve percent boys and nine percent of girls got 51-100 rupees as pocket money from their home.

It was soothing to note that 32 percent boys and 47 percent girls felt happy about their life in most of the time and 22 percent boys and 29 percent girls felt happy always.

4.2.6 Mode of spending resources

The mode in which the selected respondents spent their resources is given in table 9.

Table 11

Mode of Spending Resources

Spending Resources	Boys		Girls	
	N=50	%	N=70	%
Pocket money was spent for				
• Eating out	10	20	8	11
• Dress	7	14	3	4
• Savings	29	54	37	53
• Books	0	0	5	7
• Films	2	4	3	4
Leisure time was spent by				
• Watching television	30	60	43	61
• Exercising	5	10	1	1
• Reading books	6	12	15	21
• Others (sleeping, media usage, listening music etc)	9	18	16	23
Time spent with parents				
• Less than 1hour	21	42	1	1
• 1-3 hours	17	34	12	17
• 4-6 hours	4	8	12	17
• More than 7-10 hours	8	16	45	65

*Multiple responses

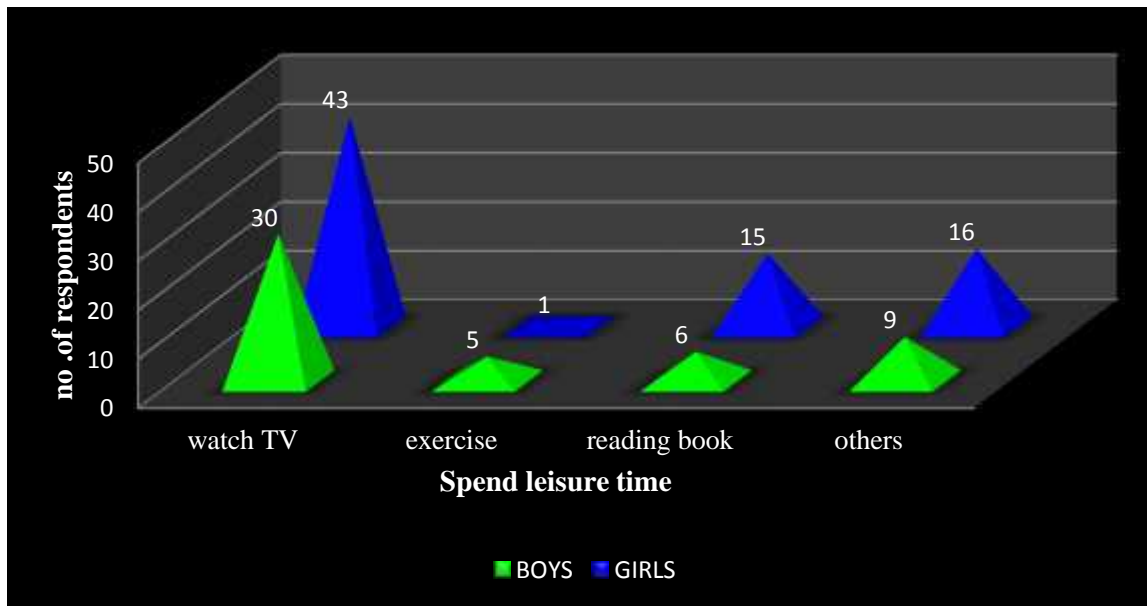


Figure 8

Mode of spending leisure time by selected respondents

In the light of the present study, the above table shows that more than half of the boys (54%), and girls (53%) saved their pocket money. Compared to girls (11%), boys (20%) used their pocket money more for eating out with friends.

The data reveals that more than half of the boys (60%) and adolescent girls (61%) spent their leisure time by watching television. Twelve percent of boys and 21 percent of girls spent the same by reading books.

The table also shows that compared to boys (16%), girls (65%) spent more time with their parents.

4.2.7 Media usage among adolescents

Internet and other forms of media are now deeply integrated in our daily lives and adolescents are deeply connected with them as they were born in a time when technology was at its peak and available for all to use. A study was conducted in the developing countries and it was found that adolescents spent most of their time using new media as compared to any other activity, second only to sleeping (Haan,et al,2004). New media is an important part of the daily lives of adolescents and they constantly connected their offline lives with online presence and made use of multiple sources (Smart phones, laptops, iPad, etc.) to stay in touch with their social networks, especially Facebook and Twitter

Table 12
Media Usage

Media usage	Boys		Girls	
	N=50	%	N=70	%
Level of usage of technology or internet				
• Daily	10	20	8	11
• Weekly	21	42	15	21
• Monthly	18	36	37	53
Possession of mobile phone				
• Yes	4	8	9	13
• No	46	92	61	87
Mode of accessing internet				
• Mobile	29	58	21	30
• Internet café	6	12	6	9
• Home	12	24	30	43
• Others(Wi-Fi, library)	4	8	1	1
Purpose of using internet				
• To engage in social media	18	36	7	10
• To search academic matters	24	48	35	50
• To download pictures/videos	10	20	9	13
• Others(watching film, music, mail)	6	12	10	14
Feel TV has become a key member of family				
• Always	6	12	4	6
• Some times	16	32	39	56
• Never	27	54	26	37
Frequency of using television for entertainment				
• Always	9	18	9	13
• Some times	38	76	57	81
• Never	4	8	4	6
Feel that television has an effect on attitude				
• Always	13	26	6	9
• Some times	24	48	39	56
• Never	19	38	25	36
Feel that television gives effective information and awareness				
• Always	6	12	9	13
• Some times	38	76	55	79
• Never	6	12	6	9
Parents limit usage of time on computer/ internet				
• Yes	30	60	42	60
• No	12	24	13	19
• Not sure	6	12	3	4

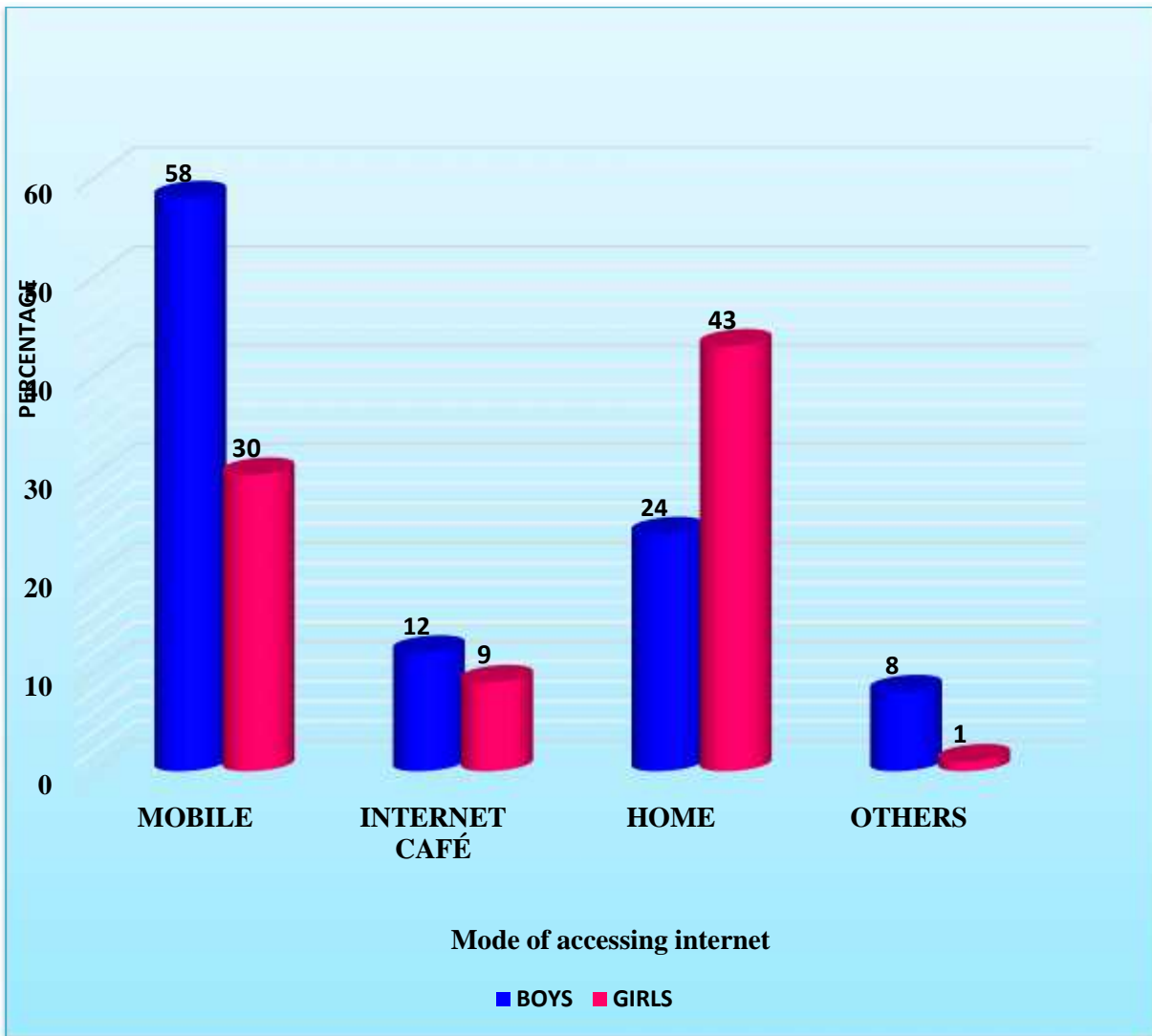


Figure 9

Mode of accessing internet

The above table depicts that boys (20%) and girls (11%) used internet daily. The usage of internet on a monthly basis is higher in girls (53%) than boys (36%). Compared to boys (42%), only less than one part of the girls (21%) made use of internet weekly.

Majority of boys (92%) and girls (87%) did not have an independent phone connection and only eight percent of boys and thirteen percent of girls had possessed a mobile phone.

Regarding the mode of access of internet, 58 percent of boys and 30 percent girls accessed internet through their mobile phones and only 12 percent of boys and nine percent of girls accessed internet through internet café. Compared to boys (24%), more girls (43%) accessed internet from home.

Thirty six percent of adolescent boys and 10 percent of girls used internet for engaging in social media. Nearly half of boys (48%) and girls (50%) accessed academic materials through internet. Compared to girls (13%), boys (20%) used internet for downloading pictures and videos. More than ten percent of adolescents use internet for other purpose such as checking mails, watching songs and films etc.

With regard to television as a media, 32 percent boys and 56 percent girls sometimes felt that television has become a key member in the family. Only 12 percent of boys and six percent of girls felt that television has become key member in family always.

More than half of the boys (76%) and girls (81%) used television for entertainment sometimes while 18 percent of boys and 13 percent of girls used television for entertainment always.

The table also reveals that 26 percent boys and nine percent girls always felt that television had an effect on their attitude. Nearly half of the selected boys (48) and girls (56%) felt television affect their attitude sometimes. More than 30 percent of adolescents never felt that television affects their attitude.

More than half of boys (76%) and girls (79%) sometimes felt that television provided effective information and awareness. Sixty percent of both boys and girls opinioned that parents limit their time of computer usage.

4.3 Personality Traits of Selected Adolescents

4.3.1 Mean score of personality traits of Boys and Girls (13year old)

Table 13

Mean score personality traits of boys and girls (13year old)

Personality factors	Mean		S.D	
	Boys	Girls	Boys	Girls
A-Cordiality	16.08	16.67	1.61	1.36
B-Abstract thought	14.84	15.71	1.30	1.36
C-Emotional stability	14.76	14.76	1.12	1.84
D-Irritability	15.86	17.1	1.09	1.26
E-Dominance	16.24	16.21	1.12	1.36
F-Carelessness	13.96	13.27	1.64	1.38
G-Conscientiousness	15.16	14.99	1.43	1.35
H-Social boldness	15.68	15.97	1.56	1.54
I-Soft-heartedness	15.18	15.21	1.60	1.54
J-Individualism	14.08	12.83	2.09	1.66
N-Shrewd, Artful	15.18	15.81	1.72	1.63
O-Tendency towards guilt	13.92	13.87	1.50	1.64
Q3-Self-control	15.36	15.39	1.76	1.50
Q4-Tension	14.84	15.5	1.23	1.73

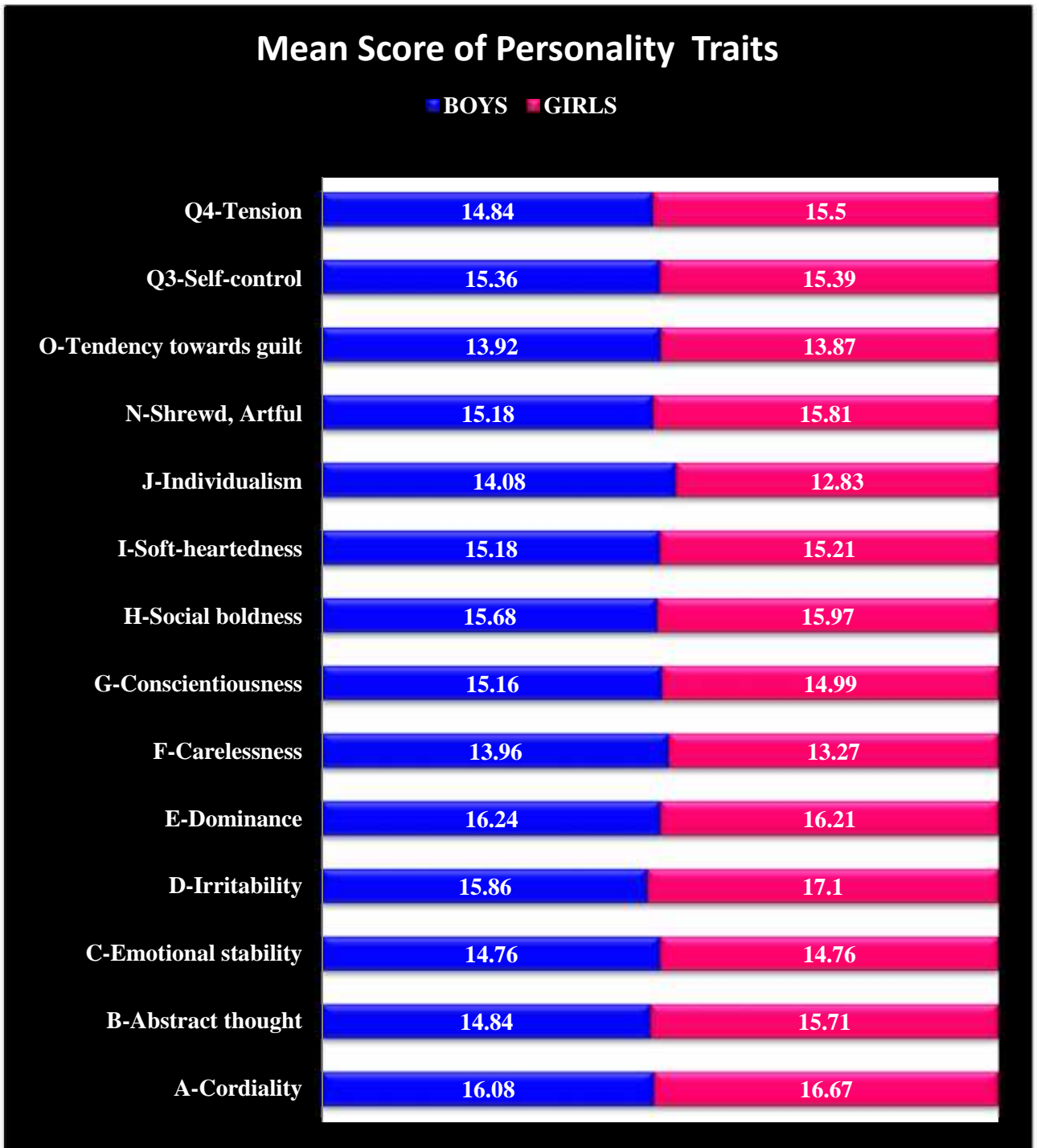


Figure 10

Mean score of personality traits of selected adolescents

The above table gives an idea of the difference between personality score of boys and girls. As portrayed above, Factor A namely cordiality, when compared among selected girls (16.67) are warmer, more participating, easy going and outgoing than boys (16.08). The Factor E namely dominance, when compared among boys (16.24) is significantly aggressive, independent and happy-go-lucky. In this case, Factor F namely carelessness, compared to boys (13.96), girls (13.27) are more sober and serious in nature. When comparing Factor C namely emotional stability, both gender ego-strength (14.76) are same, sometimes both of them were calm and emotionally less stable and exhibited changeable behaviour.

The above table shows that Factor D namely irritability, girls (17.1) were found to be more excitable, impatient, demanding or overactive behaviour than boys (15.86), and in Factor J namely individualism, boys (14.08) were more doubting, obstructive individualistic and reflective behaviour than girls (12.83)

When compared with boys, the table shows that girls are tensed, frustrated, penetrating, artful, conscientious or stronger superego strength and boys are cool, inactive shy, or timid, tough-minded, realistic, natural and relaxed nature.

Both boys and girls have good and bad characters. Girls having some good characters like artful, shrewd, participating, and conscientious and boys having good characters like realistic, natural, relaxed, independent, enthusiastic socially bold, reflective, and individualistic.

4.3.2 Comparison of the significant difference in personality score between adolescent boys and girls

Table 14

Comparison of the significant difference in Personality factors of adolescents

Personality factors	Mean		S.D		Z-value	Level of significance (0.05)
	Boys	Girls	Boys	Girls		
A-Cordiality	16.08	16.67	1.61	1.36	2.11	*
B-Abstract thought	14.84	15.71	1.30	1.36	3.63	*
C-Emotional stability	14.76	14.76	1.12	1.84	0.015	N.S
D-Irritability	15.86	17.1	1.09	1.26	5.74	*
E-Dominance	16.24	16.21	1.12	1.36	0.11	N.S
F-Carelessness	13.96	13.27	1.64	1.38	2.42	*
G-Conscientiousness	15.16	14.99	1.43	1.35	0.67	N.S
H-Social boldness	15.68	15.97	1.56	1.54	1.01	N.S
I-Soft-heartedness	15.18	15.21	1.60	1.54	.118	N.S
J-Individualism	14.08	12.83	2.09	1.66	3.51	*
N-Shrewd, Artful	15.18	15.81	1.72	1.63	2.04	*
O-Tendency towards guilt	13.92	13.87	1.50	1.64	.16	N.S
Q3-Self-control	15.36	15.39	1.76	1.50	.084	N.S
Q4-Tension	14.84	15.5	1.23	1.73	2.44	*

*Significant at 0.05% level

The result presented in table 12 clearly indicates that there is a significant difference between the personality score of selected adolescent boys and girls. The difference is significant at 0.05 percent level. The high mean score obtained by the girls in personality factors A (16.67), B (15.71), D (17.1), H (15.97), I (15.21), N

(15.81) and Q4 (15.5) clearly showed that they are more warmer, participating, excitable, socially bold, tender-minded, artful and tense than boys.

Based on the above findings the null hypothesis, which state that there is no significant difference between the mean score of personality factor A (cordiality) is rejected ($2.11 > 1.96$) at 0.05 level. The obtained result depict the fact that girls and boys are different in development of cordiality and girls are more participating, warm-hearted, outgoing and easy going than boys.

Regarding Factor B also, the null hypothesis, which state that there is no significant difference between the mean score of personality factor B (abstract thoughts) is rejected ($3.63 > 1.96$) at 0.05 level. The obtained result show the fact that girls and boys are different in abstract thinking and both are average in development of bright and crystallized thoughts.

Based on the above findings the null hypothesis, which state that there is no significant difference between the mean score of personality factor C (emotional stability) is accepted ($0.015 < 1.96$) at 0.05 level. The obtained result depicts the fact that girls and boys do not have significant different in development of emotional stability and both girls and boys are average in development of calm and face reality.

Findings shows that the null hypothesis, which state that there is no significant difference between the mean score of personality factor D (irritability) is rejected ($5.74 > 1.96$) at 0.05 level. The obtained result shows the fact that girls and boys are different in development of excitability and girls are more excitable, impatient, demanding and overactive than boys.

Based on the above findings the null hypothesis, which state that there is no significant difference between the mean score of personality factor E (dominance) is accepted ($0.11 < 1.96$) at 0.05 level. The obtained result depict the fact that girls and boys are not have significant different in development of dominance and both girls and boys are assertive, independent, aggressive and stubborn.

Finding shows that the null hypothesis, which states that there is no significant difference between the mean score of personality factor F (carelessness) is rejected ($2.42 > 1.96$) at 0.05 level. The obtained result shows the fact that girls and boys are different in development of surgency and boys are more enthusiastic, happy-go-lucky, and gay than girls.

Based on the above findings the null hypothesis, which state that there is no significant difference between the mean score of personality factor G (conscientious) is accepted ($0.67 < 1.96$) at 0.05 level. The obtained result depicts the fact that girls and boys do not have significant different in development of super ego strength and both girls and boys are average in persevering, staid and rule-bound.

Based on the above findings the null hypothesis, which state that there is no significant difference between the mean score of personality factor H (social boldness) is accepted ($1.01 < 1.96$) at 0.05 level. The obtained result depict the fact that girls and boys do not have significant different in development of social boldness and compared to boys, girls are more socially bold, venturesome, uninhibited and spontaneous in nature.

The above table shows the null hypothesis, which states that there is no significant difference between the mean score of personality factor I (soft-heartedness) is accepted ($0.118 < 1.96$) at 0.05 level. The obtained result depicts the fact that girls and boys are not have significant different in development of tender-minded and both girls and boys are average in the development of dependent, over-protected and sensitive.

Based on the above findings, the null hypothesis which states that there is no significant difference between the mean score of personality factor J (individualism) is rejected ($3.51 > 1.96$) at 0.05 level. The obtained result depict the fact that girls and boys are different in development of individualism and boys are more vigorous, goes readily with group and given to action than girls.

Based on the above findings the null hypothesis, which state that there is no significant difference between the mean score of personality factor N (shrewd) is rejected ($2.04 > 1.96$) at 0.05 level. The obtained results depict the fact that girls and boys are different in development of shrewdness and girls are more worldly, calculating and penetrating than boys.

Table 12 findings shows that null hypothesis, which state that there is no significant difference between the mean score of personality factor O (guilt proneness) is accepted ($0.16 < 1.96$) at 0.05 level. The obtained result depict the fact that girls and boys are not have significant different in character of tendency to guilt and both girls and boys are self-assured, placid secure and serene.

The null hypothesis, which states that there is no significant difference between the mean score of personality factor Q3 (self-control) is accepted

(0.084<1.96) at 0.05 level. The obtained result depicts the fact that girls and boys do not have significant different in development of self-control and both girls and boys are average in controlled, socially-precise, self-disciplined and compulsive.

Based on the above findings the null hypothesis, which states that there is no significant difference between the mean score of personality factor Q4 (tension) is rejected (2.44>1.96) at 0.05 level. The obtained result depicts the fact that girls and boys are different in development of tension and girls are more tense, drive and overwrought than boys.

The result goes in line with the findings of Bester (2007) which indicated that in boys, the relationship with emotional stability (emotional maturity, realistic, calm and responsible). In girls, it was social boldness (jovial, friendly and participatory).

SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

The study entitled “**Personality Traits of Selected Adolescents in Cochin**” was carried out in Ernakulam with 120 adolescents out of them 50 were boys and 70 were girls selected from four schools through stratified random sampling. The tools used include High School Personality Questionnaire (HSPQ) for assessment of personality of adolescents and a self formulated questionnaire to elicit general information from the sample. The main findings that emerged from the study are presented below:

- ❖ Half of the selected boys (54%) followed Christianity, while 44 percent girls followed Hinduism. The number of adolescent boys and girls studying in aided schools were more than 60 percent.
- ❖ As regards the educational qualification, fathers (48%) and (54%) respectively of boys and girls were educated only up to SSLC. Twenty percent and eleven percent fathers of boys and girls respectively had studied up to graduation and 18 percent and 13 percent of fathers stopped their education with plus two.
- ❖ The study has the finding that majority of the fathers of boys and girls were business men (32% and 37%) respectively and 12 percent and 11 percent of them were drivers.
- ❖ In the case of mothers of respondents most of them had done up to SSLC and had it has their minimum qualification (38% and 33%). It was interesting to note that 28 percent and 33percent mothers had studied up to graduation while 28 percent and 24 percent of the mothers of boys and girls were qualified with plus two.
- ❖ Most of the mothers of both boys and girls were house wives (72% and 63%) respectively. Only few of them were working women as accountants (4% and 10%) and undertaking business (4% and 3%).
- ❖ Sixty six percent and 44 percent of the boys and girls respectively belonged to families having only had four members and 16 percent and 24 percent of the boys and girls respectively hailed from three member families, which were having single child.
- ❖ As glance at the socio-economic background of the selected families show that most of the respondents were from middle class families (80% and 74%). As regards to the type of family, majority of the respondents of both boys and girls were from nuclear family (88% and 80%) respectively.

- ❖ Fifty four percent of the boys and 63percent of the girls was the first child in their family. However 38 percent and 34 percent of boys and girls respectively, were second born.
- ❖ More than half of the adolescent boys and girls were more attached with their mothers (72% and 66%) respectively. Compared to boys (2%), the girls (13%) showed attachment with their friends.
- ❖ The data also shows that 60 percent of the adolescent boys and 76percent of girls were sharing their problems with mother, only 28 percent of boys and 13 percent of girls shared with father. Only one fifth of both boys (24%) and girls (23%) shared their problems with friends.
- ❖ Most of the selected boys and girls gave importance to and were most influenced by their parents (74%) and (84%) boys and girls respectively.
- ❖ When compared with girls (26%), boys (42%) opined that their parents compared them with their siblings. In the light of the present study both boys (92%) and girls (86%) more than 85 percent reported that their parents did not show any partiality/favouritism between them and siblings.
- ❖ It present study clearly shows that in above 70 percent of the both respondents, parents highly appreciated the achievements of the adolescents/studied and very few of them had neutral response to their achievements (18 % and 23%) respectively for boys and girls.
- ❖ Majority of adolescent boys (86%) and girls (91%) had the opportunity to go for outing with their family during free time. Only few of the boys (14%) and girls (9%) did not go for outing with their family.
- ❖ The data also shows that in adolescent girls, mother (57%) took too superior in inspiring the adolescents than their father (37%). But in the case of boys both father (56%) and mother (54%) has almost equal role in the inspiration of their children.
- ❖ Boys (40%) were more interested in spending in holidays with their friends, but girls (47%) liked to spend holidays with their parents, and 31 percent girls liked to spend time with their siblings. Majority of both adolescents (76% boys) and (87% girls) celebrated festivals with their family.
- ❖ With regard to the type of movies preferred, 32 percent boys preferred tragedy movies in comparison to only nine percent girls who preferred the same. Both adolescent boys (64%) and girls (80%) preferred classic movies to watch.

- ❖ More than three fourth boys (76%) and girls (74%) prefer to watch movies with their family. While preference to friends was given by 24 percent boys and 26 percent girls.
- ❖ The study shows that more than half of the boys (72%) and girls (83%) experienced normal level of strictness in their home. However 22 percent boys and nine percent of adolescent girls opined that they experienced strictness at a maximum level. Seventy four percent of adolescent boys and 37 percent girls got punishment in their home.
- ❖ As regards to the practice of giving pocket money, 38 percent of boys and 43 percent of girls did not get any from their home. More than one third of boys (38%) and girls (40%) got an amount between 1-50 rupees per week.
- ❖ In the light of the present study more than half of the boys (54%), and girls (53%) saved their pocket money. Compared to girls (11%), boys (20%) used their pocket money more for eating out with friends. More than half of the boys (60%) and adolescent girls (61%) spent their leisure time by watching television.
- ❖ Boys (20%) and girls (11%) used internet daily. The usage of internet on a monthly basis is higher in girls (53%) than boys (36%). Compared boys (42%), only half of girls (21%) use of internet weekly.
- ❖ Regarding the mode of access of internet, 58 percent of boys and 30 percent of girls accessed internet through their mobile phones and only 12 percent of boys and nine percent of girls accessed internet through internet café. Compared to boys (24%), more girls (43%) accessed internet from home.
- ❖ Thirty six percent of adolescent boys and 10 percent of girls used internet for engaging in social media. Nearly half of boys (48%) and girls (50%) accessed academic materials through internet.
- ❖ More than half of boys (76%) and girls (81%) used television for entertainment sometimes while 18 percent of boys and 13 percent of girls used television for entertainment always.
- ❖ Twenty six percent boys and nine percent girls always felt that television had an effect their attitude. More than half of boys (76%) and girls (79%) sometimes felt that television provided effective information and awareness.
- ❖ The study shows that Factor D- girls (17.1) were more excitable, impatient, demanding or overactive behaviour than boys (15.86), and boys (14.08 – Factor J) were more doubting, obstructive individualistic and showed reflective behaviour than girls (12.83 - Factor J)

- ❖ When compared with boys, girls are tense, frustrated, penetrating, artful, conscientious or stronger superego strength and boys are cool, inactive shy, or timid, tough-minded, realistic, natural and relaxed nature.
- ❖ Both boys and girls have good and bad characters. Girls having some good characters like artful, shrewd, participating, and conscientious and boys having good characters like realistic, natural, relaxed, independent, enthusiastic socially bold, reflective, and individualistic.
- ❖ Girls are more warmer, participating, excitable, socially bold, tender-minded, artful and tense than boys.
- ❖ The obtained result depicts the fact that girls and boys are different in development of cordiality and girls are more participating, warm-hearted, outgoing and easy going than boys.
- ❖ Girls and boys are different in abstract thinking and both are average in development of bright and crystallized. Girls and boys are not have significant different in development of emotional stability and both girls and boys are average in development of calm and face reality.
- ❖ Result show the fact that girls and boys are different in development of excitability and girls are more excitable, impatient, demanding and overactive than boys. Girls and boys are not have significant different in development of dominance and both girls and boys are assertive, independent, aggressive and stubborn.
- ❖ In the light of present study, girls and boys are different in development of surgency and boys are more enthusiastic, happy-go-lucky, and gay than girls. Girls and boys do not have significant different in development of super ego strength and both girls and boys are average in persevering, staid and rule-bound.
- ❖ Girls and boys do not have significant different in development of social boldness and compared to boys, girls are more socially bold, venturesome, uninhibited and spontaneous in nature. And also girls and boys are not have significant different in development of tender-minded and both girls and boys are average in the development of dependent, over-protected and sensitive.
- ❖ The obtained result depicts the fact that girls and boys are different in development of individualism and shrewdness. Boys are more vigorous, goes readily with group and given to action than girls and girls are more worldly, calculating and penetrating than boys.

- ❖ Girls and boys are not have significant different in character of tendency to guilt and both girls and boys are self-assured, placid secure and serene. Both girls and boys are average in controlled, socially-precise, self-disciplined and compulsive.
- ❖ The obtained result depict the fact that girls and boys are different in development of tension and girls are more tense, drive and overwrought than boys.

Conclusion

The study has brought to light the various aspects of the personality traits and factors influencing personality development of adolescents. Gender plays a role in the personality development. Both boys and girls have good and bad characters. Girls were having some good characters like shrewd, participating, and conscientious and boys were having good characters like realistic, natural, relaxed, independent, enthusiastic socially bold, reflective, and individualistic. Family environment, peer group, media etc have an influence on the personality development of adolescent. The study leads to the conclusion that parents and peer had an impact on the personality development of adolescent. It is hopeful that the study will be helpful for parents and teachers to realize the need for providing support and encouragement to adolescents for developing a healthy personality.

Recommendations for further research

- The study can also be extended to other age between 12-19
- The study can be conducted using a large sample to enhance the accuracy of the data.
- The study can be extended by comparing whether parents or peer more influences the personality development of adolescents.
- The study can be extended by comparing influences of good and bad peer groups on the personality development of adolescents.
- The study can be extended by comparing influences of parents and peer groups on the academic achievement of adolescents.
- The study can be also extended to measure the rate of influence of media usage on personality development of adolescents.
- An awareness class can be conducted to provide information regarding the factors influencing the personality development of adolescents to parents and teachers.

Limitation of the study

- The study was time consuming.
- It was tiresome since it needed explanation for many questions in standardized questionnaire- HSPQ.
- Some schools were unwilling to give permission because of time limitation of the school due to tight academic schedule.
- Many students, especially boys were not showing interest to complete the Self-designed and standardized questionnaire (HSPQ) because of large number of questions.

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APPENDIX I

GENERAL QUESTIONNAIRE TO UNDERSTAND THE FACTORS INFLUENCING PERSONALITY OF ADOLESCENTS

Please give the information in the space provided below. The information will be kept confidential and will be used only for research purpose only

General Information

1. Name:
2. Age:
3. Gender:
4. Class:
5. Religion:

Details about the Institution

6. Type of school:

Government Aided Private

Un-aided Government aided private

7. Place of residence:
8. Area of residence:
9. Strictness in your school:

Maximum Not strict Normal

Family and other details

10. Name of father:
11. Qualification of father:
12. Occupation of father:
13. Name of mother:
14. Qualification of mother:
15. Occupation of mother:
16. Size of family:
17. Family income:
18. Socio-economic background of family:

Lower class Middle class Upper class

19. Type of family:

Joint family Nuclear family

20. Area of home situated:

Urban Rural

21. Type of home:

House Apartment

22. Number of siblings:

23. Your ordinal position in the family:

24. I am more attached with

Father Mother Friends Siblings others

25. I share my problems with:

Mother Father Friends Others

26. I give more preference for

My own opinion

My parents

My friends

My teachers

Others

27. I am influenced more by:

Parents Friends Teachers Others

28. Do you have any family problems? Yes No

29. Do you think your parents compare you with your siblings? Yes No

30. Do you think your parents show partiality between you and siblings? Yes No

31. How is the attitude of parents towards your achievements?

Highly appreciated Less appreciated Neutral Not at all

32. Who appreciates you more in your achievements?

Father Mother Siblings Other family members

Teacher Friends Others

33. Do you have any hobbies : Yes No

If yes, what is your hobby?

34. Who inspires you more?

Father Mother Friends Others

35. How is the attitude of your parents towards your hobby?

36. With whom do you like to spend time more in holidays?

Parent's sibling's Friends Others

37. Do you go for outing with your family during free time? Yes No

38. With whom do you like to celebrate more in festivals?

Family Friends Others

39. Which type of movies do you prefer to watch?

Comedy

Tragedy

Classic

Socially committed

Don't like to watch

40. With whom do you prefer to watch movies?

Family Friends Others

41. How is the level of strictness in your home:

Maximum Not strict Normal

42. Is there any punishment in your home?

Yes No

43. How much amount do you get as pocket money/ week?

44. How do you spend it?

Eating out Dress Savings Books Films

45. How do you spend your leisure time?

Watch TV Exercise Read books others

46. Do you feel happy about your life?

All of the time Most of the time some of the time

Rare None of the time

47. How much time do you spent with your parents?

Less than 1 hr 1-3 4-6hr 7-10hr 16-20hr

Media Usage

48. Usage of technology or internet:

Daily Weekly Monthly

49. Do you have a phone: Yes No

50. How do you access internet:

Mobile Internet café Home Others

51. What do you use internet for :

To engage in social media

To search academic matters

To download pictures/videos

Others

52. Do you feel television has become a key member of the family?

Always Never Often Sometimes Frequently

53. How often do you use TV for entertainment?

Always Never Often Sometimes Frequently

54. Do you think TV effect your attitude?

Always Never Often Sometimes Frequently

55. Do you think TV gives effective information and awareness?

Always Never Often Sometimes Frequently

56. Do you think parents limit your time usage on computer?

Yes No not sure

APPENDIX 2

Part A1

HSPQ, Form A

What You Do and What You Think

Name:

Age:

Date of birth:

Boy Girl

Read each question and then fill in the box, like this, on the side that fits you better. If you have an answer sheet, mark only on that. If you do not have an answer sheet, mark on the booklet.

-
1. After school do you get together with others or would you rather do things on your own
others for games and fun
 2. When a classmate tells you you're wrong or ask other people if you're right
to believe something, do you keep on believing
It anyway
 3. Are your ideas better than other children's or usually not quit so good
ideas
 4. Do you make a lot of mistakes or just a few
 5. Do you wish you had more time to be alone or do you enjoy spending the time with
your friends
 6. Does your mother say you are too slow or do you things quickly and well
 7. Do you feel unhappy at a party that keeps or do you wish the party would last o lot
going on and on longer
 8. Do your plans often not work out or do they work out well
 9. When your mother tells you to wash your or wash them only if you think she will
hands, do you wash them check them
 10. Are you usually sure of yourself or do you often not feel very sure of your
self

11. Dry is the opposite of wet or cool or sticky
12. Is it hard to keep from laughing when or do you not feel like laughing at them others makes
13. If you saw some small wild animals in or catch them or hunt them with a bow the woods, would you rather just watch them and arrow
14. If your parents scold you, do you get or do you feel like crying
15. Work is to play as night is to dark or light or day
16. Does your teacher often have to tell you or do you hardly ever “fool around” to pay attention to your work
17. Do you go to friends house without or do you always first tell one of them where telling one of your parents you’re going
18. Can you put unpleasant things out of or is it hard for you to forget unpleasant your mind as if they never happened
19. The next number in 2, 5, 8,_, is 7 or 11 or 9
20. Do you obey the rules all the time or only when you have to
21. Would you rather be a teacher or a scientist
22. Do you think you could easily learn to or would it be too hard fly an airplane
23. Which one of these does not rope or wire or catch belong with the others: string, rope, catch, wire

24. Does your teacher think you are good or that you move around the room too
at sitting still much

25. Do you have many accidents or do you keep away from things that
are dangerous

26. Do people often hurt your feelings or does this hardly ever happen

27. If Mary's uncle is my father, what relation is Mary's sister to me

Cousin or niece or aunt

28. If classmates call you a bad name, do or keep your temper and just let it pass
you yell back at them

29. Do you usually wear your coat neatly or do you just throw it on
Zipped or buttoned up

30. Would you rather be the captain of a or captain of a submarine in a war
peaceful ocean liner

31. When people talk about a place you or do you keep quiet until they finish
know well, do you start telling them about it too

32. Are you wide awake most days or are there some days when you aren't much
good at things

33. Would you rather play a rough game, or are there some days when you aren't much
like touch football good at things

34. Do most of the students in your class or can you read well
read better than you

35. Do you do things you should do or only things you like to do
36. Are you afraid of large dogs in the or do you like to go over and pat them
street
37. Would you rather dream you had or that you were on a tiger hunt
become an elf or pixie
38. Do you wish you were better or do you think you're good looking
looking enough
39. If you were a teacher, would you or would you make them be quiet
let the kids be noisy
40. Do you lie awake thinking about or do you usually go right to sleep
things
41. Do you like to read about wars and or do they frighten you
battles
42. Do you forget things you have told or do you usually remember what you said
People you will do you'd do
43. When your parents are annoyed with or do you usually feel you are wrong
you, is it often their fault
44. If people aren't doing something the or do you feel you shouldn't say anything
Way it should be done, do you tell them
45. If you had to choose, would you or a great hunter or athlete
rather be a school teacher

46. Do people pay enough attention to or do you have to do things to make people
you notice you

47. Would you rather listen to a teacher or talk yourself

48. Can you easily keep track of yes or no

that belongs to you

49. If you had a choice, would you go to or a dog show

auto races

50. Do you succeed in most things you or do things often go wrong for you

try

51. Do grownups at home talk to you as or do they respect you and try not to hurt

if your feelings don't matter your feelings

52. Are other people easy for you to or are you sorry that you can't get to know

people

understand feelings don't matter easily

53. When there's group singing, would or would you gladly join in with the others

you rather not join in

54. If people tease you, do you boil up or do you smile and not care too much

inside

55. Do people say you're the first one or do they say you're pretty careful

to try exciting new things

56. Do you usually feel happy and or do you often feel that any little thing could
contented make you cry

57. Would you rather learn a lesson in or watch a game
school

58. Does it make you mad to have to or do you just change them anyway
stop and change your clothes before
you go out to play

59. Do you like being a student in or would you quit school if you could
school

60. Do you hardly ever feel lonely or feel lonely quite often

61. When people play a joke on you, or take it quietly
do you get all upset

62. Do you often do things so fast that or are you pretty relaxed and careful about
you're sorry later everything you do

63. Would you rather learn something or watch television
new in school

64. Do so many things seem to go or don't you feel upset very often
wrong for you that you feel upset a lot of the time

65. Do you do your homework without or must you be reminded a few times before
being told you get started

66. when your teacher reads aloud do or do you begin to think about something else
you listen to every word

66. When your teacher reads aloud do or do you begin to think about something else
you listen to every word

67. Would you rather not have to be or do you like to be police
polite to people

68. When you have to go to the or doesn't it bother you a bit
doctor ,is it hard to be brave

69. When you are told exactly how or do you forget things easily
to do a job, do you still do it the
way that seems easiest to you

70. Do you remember most of what or do you forget things easily
you learn

HSPQ, Form A**What You Do and What You Think**

Name:

Age:

Date of birth:

Boy Girl

Read each question and then fill in the box, like this , on the side that fits you better. If you have an answer sheet, mark only on that. If you do not have an answer sheet, mark on the booklet.

1. Do you think most grownups are nice or do you like to make fun of them when they are not around
2. Do you find other children take or advantage of you are they kind to you
3. Do you think people like you just yes or no as much as they like most other people
4. Do people think that you don't do or things very well that you do most things right
5. Are you alone most of the time or almost always with at least one friend
6. Do grownups think you don't behave or very well that you're well-behaved
7. Do you like just a few children or do you like nearly all children
8. When there's a game on the playground or are you usually one of the players

are you usually standing around and watching

9. Do most people gladly help you when or do they really wish you hadn't asked them
you ask them to help

10. Are you getting along well or do you seem to have lots of problems

11. Remain is the opposite of go or stay or happen

12. In your dreams, do animals chase you or are dreams nice

13. Do people say you do what others want or that you are stubborn and do things your
you to do own way

14. When it's dark, can you walk down or are you very careful to have company and
your street without feeling worried look around often

15. Hire is to bees as nest is to home or eggs or birds

16. When you are disappointed, do you feel or do you feel tired
like fighting

17. Would you rather go to a football game or take a walk on the beach

18. When you hear a sad story do you soon or does it make you very serious
laugh and joke about it

19. the next number in 12, 9, 6, _, is 4 or 3 or 5

20. Do you think more often about your or about exciting things you would like to do
lessons and what you'll learn in school

21. Would you rather be a movie star or take a trip to the moon

22. Would you rather travel as a crew or work with books in a bookstore

member of a spaceship

23. Which one of these does not belong with the others: first, count, ninth, second

Ninth or second or count

24. In your family, are you the quiet one or the one who gets into trouble

25. If people leave their things at your house or do you take the trouble to return their

do you sometimes not bother to return them things to them

26. If you do something wrong, do you worry or soon forget it

27. If Jane's aunt is my mother, what relation is Jane's brother to me

Cousin or nephew or uncle

28. Do you wish school would not be such or is school all right as it is

a brother

29. When you get a poor mark on a test, do or doesn't it matter too much

you wish you had worked harder

30. If you saw wild animals or snakes, would or would you think it was fun

you be scared

31. Would you rather be in a class where the or where almost all of them are well

students misbehave a bit behaved

32. When you start to make something or to or do you often find that you have to rush

paint a picture, do you usually have time to finish from one thing to another

33. In a play, would you rather be a test pilot or a famous writer

of fast planes

34. Do loud noises scare you or do you just laugh at them
35. Would you rather make something the way or make it the way you feel like doing it
the teacher says it best
36. When you're with grownups, do they talk or are they always willing to listen to you
so much that you feel you must not butt in
37. Would you rather watch beautiful scenery or watch a bulldozer knocking a building
Down
38. Do teachers scold you for not paying or do they think you pay attention well
attention enough
39. Would you rather go on an outing with or with your parents and relatives
some others students
40. Do you sometimes feel as if you never do or do you usually do things well
anything right
41. Can you touch a big bug or do you hate to touch bugs
42. Would you rather watch animals at the zoo or climb a mountain
43. Do you leave your games or things for or do you do it yourself
Someone else to put away after you have used them
44. Do wonderful things happen every day or most days seem pretty much the same
45. If you were very high up on a big rock,
would you be scared or would you like looking down and
waving to people
46. Does almost everyone like you or only some people

47. Do you do your homework carefully or don't you care how it's done as long as your teacher will take it because it's good to do things that way

48. Are you glad to do what your friends want or aren't you happy unless they do what to do you want to do

49. Do you like to play fast, hard games or slower, less rough games

50. Are your parents always ready to listen to or are they usually too busy you

51. Does your teacher like other children more than you
yes or no

52. When people say, "Let's work together or do you say, "I can't be bothered" on this," do you usually agree

53. Would you rather let someone else clean or do it yourself, so it's exactly the way your room you want it

54. Do you have a lot of bad luck with school or just the usual amount of bad luck work going wrong

55. Most days, do you feel a bit "low" or happy and full of pep and energy

56. When you pass a horrible fire or an or would you rather not look, but just hear accident, do you look to see what's happening what happened later

57. When you go to a movie, do you enjoy it or do you get tired and lose interest about all halfway through

58. Do little things upset you so feel like kicking or don't little things upset you
Something

59. Would you rather do things that are safe or dangerous and exciting things
and right
60. Do you try to be polite to old people or do you keep away from old people
61. When you're playing, do you complain a or do you believe good sports don't
a little when you don't win complain
62. When you get angry, do you talk back and or can you always keep your voice quiet
even yell even if you're angry
63. If you don't think a rule is meant for you, or don't you
do you obey it anyway
64. Do you think people are sometimes meant or are they usually kind
just for the sake of being mean
65. Who do you think is happier: people with or people who do whatever they want
good jobs
66. Do you think you are always polite or are you perhaps a little too noisy
67. If people talk about a game that's bit or do you think it's better to keep out of
dangerous, do you say, "Let's try it" games where you might get hurt
68. Do you like a party where you can decide or a party with planned games
what games to play
69. Do people say you're not too neat about or do you keep your things in good order
your things
70. If you were angry, would you go quietly or would you slam the door as you went
to your room