

administering the CPQ to 140 children from 12 school centers designated as poverty areas in New Orleans, Louisiana. Results were broken down with respect to sex of child. Compared to a “normal” sample of children at this age level, the (9-year-old) boys scored significantly higher on factor G (conscientiousness) and girls (compared to a female norm group) tended to be “more serious, tender-minded, and sensitive.” Within-group comparisons were also discussed.

The present study concluded that regarding fourteen factor of personality, boys and girls had differences in their personality. it was found that boys were more outgoing, participating and warmhearted than girls, boys were more emotionally stable and more dominant than girls. It was also found that girls were more frank and expressive than boys. Superego strength and social boldness were found high in boys in comparison to girls. Besides that some of personality factors e.i. D, H, J, I, O and Q4 were not affected by gender of children.

6. Future Scope

In the present study an effort has been made to access the overall personality of children across gender hence the fourteen factor model of personality assessment was used that is cover almost all the dimension of personality and also threw the light on those factors which were different in boys and girls. This study will help the parents, counselor and policy maker to cope up with the behavior problems and understand the personality of children according to gender.

References

- [1] **Pervin, L. A., Cervone, D., & John, O. P. (2005)** Personality: Theory and Research (9th ed.). Hoboken, NJ: John Wiley & Sons.
- [2] **Robinson, M. D. (2007)** Personality, affective processing, and self-regulation: Toward process-based views of extraversion, neuroticism, and agreeableness. *Social and Personality Psychology Compass, 1*, 223-235.
- [3] **Mishra, S. and Singh, R.P (2002)** Personality adjustment of graduate with reference to their socio-economic status. *Praachi journal of psycho-cultural dimensions*, Vol. 14(1), 43-44.
- [4] **Zentner, M., & Bates, J. E. (2008).** Child temperament. *European Journal of Developmental Science*, vol.2, 2-37.
- [5] **McAdams, D. P., & Pals, J. L. (2006)** A new Big Five: Fundamental principles for an integrative science of personality. *American Psychologist, 61*, 204-217.
- [6] **Mayer, J. D. (2005)** A tale of two visions: Can a new view of personality help integrate psychology? *American Psychologist, 60*, 294-307.
- [7] **U. Laila-(2006)** Impact of socio-cultural factors on the personality development of adolescents.. *Pakistan journal of research repository, department of rural psychology, university agriculture Faisalabad.*
- [8] **Baumeister. R.F. & Vohs, K.D. (2004)** Handbook of self-regulation: Book Company NewYork.
- [9] **Onam dayal* & Sunita Mishra (2011)** Impact of Family Size on Personality of School Going Children among Low Income Group Families” International

Referred journal vol.-1 issue-4, October 2011, P.147-151.

- [10] **Onam dayal & Sunita Mishra (2012)** Impact of family size and gender on personality of school going children among low income group families, *Asian Journal of Home Science* Volume 7 | Issue 2 | December, 2012 |
- [11] **Clark, L. A., Kochanska, G., & Ready, R. (2000).** Mothers’ personality and its interaction with child temperament as predictors of parenting behaviour. *Journal of Personality and Social Psychology, 79*, 274–285.
- [12] **Onam dayal & Sunita Mishra (2012)** Impact of maternal education on personality development of school going children among low income families. *Emerging issues and challenges in education: global and Indian perspective. Vol. 3.*
- [13] **Costello, E. J., Mustillo, S., Erkanli, A., Keeler, G., & Angold, A. (2003)** Prevalence and development of psychiatric disorders in childhood and adolescence” Research and Training Centre for Children’s Mental Health, Louis de la Parte Florida Mental Health Institute, University of South Florida, 13301 Bruce B. Downs Blvd. Tampa, FL 33612, (813) 974-4661
- [14] **Essau, C. A., Conradt, J., Petermann, F. (2000).** Frequency, co morbidity and psychosocial impairment of anxiety disorders in German adolescents. *Journal of Anxiety Disorders, 14*, 263-279.
- [15] **Onam dayal & Sunita Mishra (2012)** “Impact of father’s education on personality development of school going children” Lab to Land International referred journal, ISSNNO-0975-282X.
- [16] **Aluja, A., & Blanch, A. (2004)** Replicability of first-order 16PF-5 factors: An analysis of three parceling methods. *Personality and Individual Differences, 37*, 667-677.

Author Profile

Onam Dayal, (M.A., B.Ed., UGC- NET + JRF) is Research Scholar (PhD) from Babasaheb Bhimrao Ambedkar University (A Central University) Vidya Vihar, Lucknow – 226025, Uttar Pradesh, India.

Neha Dayal is M.sc. (Home Science).