

# Gender Difference in Personality of School Going Children Belongs to Different Socio-Economic Groups

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**Abstract:** *This study aimed to investigate the differences in personality of boys and girls. A Sample of 300 school going children from different income groups families were selected purposively from the school of Lucknow city in U.P. They were tested individually for personality development with the help of CPQ personality scale of S.D Kapoor (1979) and other aspects were studied with the help of a pre-structured interview schedule. the significant value of t-test shows that a highly significant relationship found between gender and personality factors A, B, C, E, F, G, N and Q3 and no significant relationship found between gender and personality factor D, H, J, I, O and Q4. The mean values concluded that boys were more outgoing, participating and warm-hearted then girls. It was also found that girls were less emotionally stable and dominant than boys.*

**Keywords:** CPQ Personality Scale, fourteen Personality factors, Gender Differences, outgoing, warm hearted

## 1. Introduction

The term “personality” comes from the Latin word “persona” meaning “mask” among the ancient Greeks, the actors who mask to hide their identity and to enable them to represent the characteristic they were depicting in the play. It suggests that the personality should mean the characteristic pattern or style of behaviour of the person as is revealed through his external and initial properties. The external properties of a person include his dress, speech, bodily actions, postures, habits and expressions. The internal properties are his motives, emotions, precepts, intentions, etc. Personality is an all-inclusive concept. It is the sum total of an individual's properties as a distinct and unique human being. “Personality refers to those characteristics of the person that account for consistent patterns of feelings, thinking, and behaving (Pervin et al. 2005)

"An individual's pattern of psychological processes arising from motives, feelings, thoughts, and other major areas of psychological function. Personality is expressed through its influences on the body, in conscious mental life, and through the individual's social behavior." (Mayer, 2005)

The socio-economic status of the family, the number of children in the family and birth order, and the background and education of the parents and extended members of the family such as uncles and aunts, influence the shaping of personality to a considerable extent. First-borns usually have different experiences, during childhood than those born later; Members in the family mould the character of all children, almost from birth, in several ways -by expressing and expecting their children to conform to their own values, through role modeling, and through various reinforcement strategies such as rewards and punishments which are judiciously dispensed. (UME- Laila 2006)

Sex role standards are increasingly fostered during middle childhood. Boys are expected to be strong, courageous, Ainitious and active while girls are sociable, well-mannered and neat and inhibit verbal and physical aggression. There are a set of culturally approved characteristics for males and females. The middle childhood represent critical period in child development. In middle childhood the agents such as: peers, adults, newspapers, movies, books, magazines, contribute to sex typing. The growing child gradually adopts the more appropriate adult role relating to his sex. (McAdams & Pals, 2006).

The average time spent in family decreases as the child grows older and time spent in peer sittings increase, and so also peer group interdependence. Sex linked interests and activities appear increasingly in school years. Girls show increasing interest in masculine games between grades 3 to 6 i.e. age 9 to 12. In general, boys are found to be more doers and girls are takers. Girls are interested in social relations and boys are in mechanical activities. (Robinson, 2007).

Middle childhood also is the period that witnesses the development of increased independence, peer relationships and intellectual challenges, making this developmental period especially interesting for the study of environmental influences on the development of executive skills. Environmental influences may be conceptualized at multiple levels of analysis including the microenvironments (i.e., the family setting, Non parental care settings, peer group); and the macro-environments (i.e., neighbour hoods, culture and social policy) (Baumeister&Vohs, 2004; Hertzman&Boyce, 2010).Family's socioeconomic status can exert a powerful influence on a young person's developing personality. Not only is the adolescent of an economically underprivileged home denied many of the privileges and enriching experiences enjoyed by upper- and middle-class children but his life values are affected by parental ambitions for him.(Zentner& Bates, 2008)

## 2. Research Methods

The universe of the present study was comprised of school going children. The study was conducted in the year 2010-11. The school was selected purposively from Lucknow city as a universe. Purposive random sampling technique was employed for the selection of the sample. A total of 300 school going children were selected for the study. At final stage, children were interviewed. The data were collected with the help of interviewing schedule in a face to face situation with the respondents. They were tested individually for personality development with the help of CPQ personality scale of S. D. Kapoor (1979) and other aspects were studied with the help of a pre-structured interview schedule. For the purpose of present study, gender and personality of children were selected. In order to bring the data into comparable form, mean and standard deviation of

various categories of data were calculated. Similarly t-test technique was applied to ascertain the differences between gender and personality factors. In the study fourteen factors of personality were measured.

## 3. Hypothesis

- **Null Hypothesis (Ho)** There is no significant effect of gender on children's overall personality.
  - **Alternate Hypothesis H1)** There is significant effect of gender on children's overall personality.
- This hypothesis was tested by applying t-test.

## 4. Results & Findings

**Table 1:** Distribution of the respondent according to their age and gender

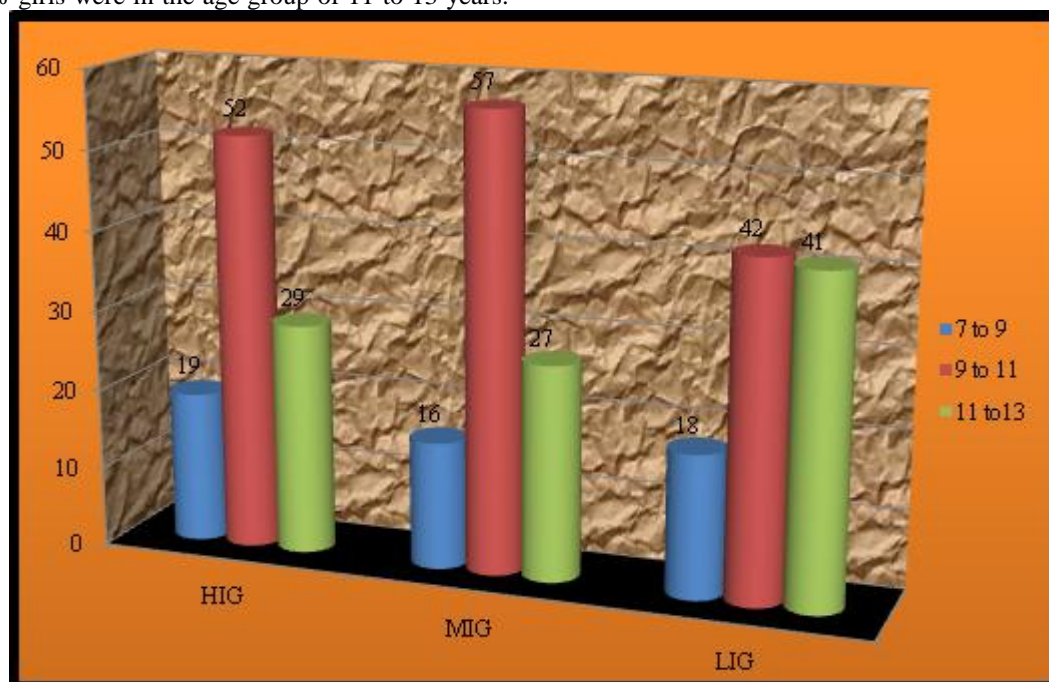
AGE	High Income Group			Middle Income Group			Low Income Group			Total N=300
	Boys N=50	Girls N=50	Total N=100	Boys N=50	Girls N=50	Total N=100	Boys N=50	Girls N=50	Total N=100	
7 to9 Years	12 (24)	7 (14)	19 (19)	7 (14)	9 (18)	16 (16)	7 (14)	11 (22)	18 (18)	53 (17.66)
9 to 11 Years	26 (52)	26 (52)	52 (52)	26 (52)	31 (62)	57 (57)	23 (46)	19 (38)	42 (42)	151 (50.33)
11 to 13 Years	12 (24)	17 (34)	29 (29)	17 (34)	10 (20)	27 (27)	20 (40)	20 (40)	40 (40)	96 (32)

(Figures in parenthesis indicate percentages)

The table-1: deals with the age of the investigated children. The targeted age of the children was 7 to 13 years. Out of 300 (100 children from each income group) children, 50.33% were in age 9 to 11 years, 32% were in age 11 to 13 years and 17.66% were 7 to 9 years.

It can be noted that in high income group 24% boys and 14% girls were in the age of 7 to 9 years, 52% boys and 52% girls were belonging to age group of 9 to 11 years and 24% boys and 34% girls were in the age group of 11 to 13 years.

In the middle income group 14% boys and 18% girls were in the age of 7 to 9 years, 52% boys and 62% girls were in the age group of 9 to 11 years and 34% boys and 20% girls were in age of 11 to 13 years. In low income group children 14% boys and 22% girls were in the age group of 7 to 9 years, 46% boys and 38% girls are in the age group of 9 to 11 years and 40% boys and 40% girls are comes under the age group of 11 to 13 years.



**Figure 1:** Distribution of respondents according to Age

**Table- 2:** Association between gender and fourteen factors of personality

Personality Factors	Mean	S.D	Std. Error	t-value	p-value
(A) Sizothymia versus Affectothymia	Male 4.80 female 4.54	1.79 2.10	.1469 .1717	5.406	0.021
(B) Low intelligence Versus High intelligence	Male 4.14 female 3.35	2.25 1.49	.1845 .1219	28.754	0.000
(C) Emotional instability Versus Higher ego Strength	Male 6.00 female 4.74	1.53 2.02	.1255 .1650	14.56	0.000
(D) Phlegmatic temperament Versus excitability	Male 3.68 female 4.46	1.49 1.50	.1224 .1229	.333	0.564
(E) Submissive Versus Dominance	Male 4.48 female 6.28	1.90 1.59	.1555 .1298	7.16	0.008
(F) Sober Versus Enthusiastic	Male 4.59 female 5.20	1.57 1.96	.1284 .1606	11.66	0.001
(G) Low super egostrength Versus Higher super ego strength	Male 5.02 female 4.16	2.00 1.08	.1636 .0889	54.40	0.000
(H) Threat-sensitive Versus Socially bold	Male 6.07 female 4.94	1.55 1.77	.1273 .1449	4.35	0.38
(I) Tough minded Versus Tender minded	Male 6.88 female 4.96	1.37 1.32	.1123 .1078	.626	0.429
(J) Zestful Versus individualism	Male 6.13 female 6.18	1.68 1.54	.1373 .1263	2.091	0.149
(N) Forthright Versus Astute & Artful	Male 5.76 female 5.58	1.85 1.51	.1515 .1238	9.510	0.001
(O) Untroubled Adequacy Versus Guilt proneness	Male 6.05 female 5.99	1.80 1.53	.1471 .1257	2.935	0.088
(Q3) Low self sentiment Versus High self sentiment	Male 5.28 female 4.31	2.37 2.05	.1941 .1679	9.507	0.002
(Q4) Low ergic tension Versus High ergic tension	Male 4.86 female 4.97	1.50 2.32	.1230 .1899	2.159	0.143

(Note= \* P < 0.05; \*\*P < 0.01; NS = Not Significant)

Table-2: presents the Summary of t-test that p value of personality factors A, B, C, E, F, G, N and Q3 were less than (0.05). So there was a highly significant relationship found between gender and personality factors 'A (*Affectothymia* (easy going) vs. *Sizothymia* (cool critical)), B (*less intelligence* vs. *more intelligence*), C (*Emotional Instability* or *Ego Weakness* versus *higher ego strength*), E (*Submissive* (Obedient, Mild, Easily led) versus *Dominance* (Assertive, Aggressive, Competitive), F (sober, taciturn, serious versus enthusiastic, heedless, happy-go-lucky), G (low superego strength versus high superego strength), N (forthright, unpretentious versus astute, artful) and Q3 (low self

sentiments versus high strength of self sentiment). But regarding factors D (*Phlegmatic temperament* Versus *excitability*), H (shy, timid versus adventurous, thick skinned, and socially bold), J (zestful, liking group action versus circumspect individualism), I (tough minded versus tender minded), O (self assured versus apprehensive) and Q4 (low ergic tension versus high ergic tension) the p-value were more than (0.05). So there were no significant effect found of gender on personality factors D, H, J, I, O and Q4. Hence the null hypothesis stating that there is no significant effect of gender on children's personality was partially accepted at (0.05) level of significance.

Regarding factor 'A' mean value for boys (4.80) was higher than girls (4.54). Therefore it was concluded that boys were more outgoing, participating and warm-hearted than girls. With regard to factor B the mean value of boys (4.14) was higher than girls (3.35) therefore it was found that boys were more intelligent than girls. With respect to factor C mean value for girls (6.00) was higher than girls (4.75), therefore it was found that boys were more emotionally stable than girls and regarding factor D the mean value of girls (4.46) indicated that the girls were more excitable and overactive than boys. With respect to factor E the mean value of boys (4.48) was higher than girls (1.96), showed that boys were more dominant than girls. Regarding factor F the mean value of girls (5.20) was higher than boys (4.59). Therefore it was found that girls were more frank and expressive than boys. With regard to factor G the mean value for boys (5.02) was higher than girls (4.16), indicated that boys were stronger and having superego strength. Regarding factor H the mean score of boys (6.07) was higher than girls (4.94), indicated that boys were more venturesome and socially bold than girls. Regarding factor I the mean score of boys (6.88) was higher than girls (4.96) therefore it was found that boys were more tender minded than girls. With respect to factor J the mean score of girls (6.18) was higher than boys (6.13), indicated that they were more reflective and internally restrained than girls. Regarding factor N the mean score of girls (5.99) was higher than boy (5.76), indicated that girls were more calculating and artful. With respect to factor O the mean value of boys (6.05) was higher than girls (5.99), indicated that the boys were more apprehensive and insecure than girls. Regarding factor Q3 the mean value of boys (5.28) was higher than girls (4.31), indicated that boys were more compulsive than girls. With regard to factor Q4 the mean score of girls (4.97) was higher than boys (4.86), indicated that girls were tenser and frustrated than boys. Our study somehow supported by (Mishra & Singh 2002) Studied 400 subject, 200 male and 200 females student of high SES and 200 from low SES, completed the personality adjustment inventory. Result revealed significant difference between high SES and low SES student in both male and female, in all the area of personality adjustment such as home, social, emotional and economic.

## 5. Conclusion

The result of above table shows that most of the personality factors are affected by gender of children. These results somehow support the findings of Rosenblatt (1967) studied the personality dimensions of disadvantaged youth by



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.

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