3-2018

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Recommended Citation

Tarar, Muhammad Yasir; Sharif, Umair; and Abbas, Muhammad Waqar (2018) "Identification of different personality traits among teenagers and their effect on behavioural conduct," *Pakistan Journal of Neurological Sciences (PJNS)*: Vol. 13 : Iss. 1 , Article 4.
Available at: https://ecommons.aku.edu/pjns/vol13/iss1/4

Identification of different personality traits among teenagers and their effect on behavioural conduct

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Date of submission: October 03, 2017   **Date of revision:** December 12, 2017   **Date of acceptance:** December 23, 2017

ABSTRACT:
OBJECTIVE:
To identify different personality traits among teenagers
To give recommendations to help teenagers create a balance in personality development.
METHODS: This research is based on a cross sectional study conducted at Services Institute of Medical Sciences, catering to the freshmen of MBBS. The tenure for the research lasted 8 months starting March 2017- October 2017.The estimated target population accounted to 100 teenage students who were incorporated for the research through convenient sampling. Selection criteria for the chosen sample was based on their age, institute and mental well-being. Any student over and above 19 years, not enrolled in SIMS or suffering through any diagnosed psychiatric illness was excluded from the research sample. To evaluate results from the sample population a questionnaire was generated based on the Big 5 personality assessment scale. All data was registered on the computer after screening for any errors. Data analysis was done by Statistical package for social science version 17.
RESULTS: In order to incorporate all factors effecting one's personality we collaborated 10 variables to be tested on a sample of 100 students.Each student from the sample was eligible to answer questions which helped us analyse that 70% of the students from the selected sample claimed to be *talkative*, where as 30 % were categorised as *reserved,* 25% of the lot said to be*depressed,*32% affirmed to be *helpful*, 28% were said to be *energetic*, 31% said they were *determined*, 37% came out as *moody*, 34% were said to be *ingenious* whereas 31% were identified to be*easily distracted* and 33%were stratified as *politically liberal*.
CONCLUSION: In order to cater to the major personality traits in psychology we designed a questionnaire based on the BIG 5 personality assessment scale. We tested our target audience to analyse the factors that affect their general behaviour and attitude. The results we gathered from the selected sample were used to categorize the student's personality based on the OCEAN theory.

INTRODUCTION

Personality is the "quality of individual's habits of thought and expression, his attitudes and interest, his manner of acting and his personal philosophy of life.[1] It is a set of traits that define the way a person's behavior is perceived. There are inherent natural, genetic and environmental factors that contribute to the development of one's personality and one of the biggest milestones in personality development are the stresses an individual face during his adolescent years. These stresses can lead to loss of functional capacity of individuals and may predispose them to a variety of personality disorders. Therefore, it is important to assess those risk factors in order to limit the disability they cause and to improve the mental, social and physical health of the teenage population.

The development of personality is conceived primarily as a process of learning which arises when the infant's innate behavior repertoire is exposed to environmental circumstances. Personality and character develop chiefly during the impressive years. Everyone is born with heredity potential that is shaped and molded by surroundings or culture. Attitudes, habits and interest as well as character and conscience including the morals as spiritual ideas, standard life values and modes of social expression are all integral parts of personality.[2]

In children, personality has a considerable potential for growth and changes i.e. very flexible, but it is rigid i.e. unalterable in adults. Personality and its development are under influence of some determinants. Environment is considered a major extrinsic one. [3] Parental education, health, emotional states and social interactions are other factors which influence personality development.

Adolescent is a transition stage between childhood and adult life and is characterized by rapid physical growth and psychological, mental and social maturity. This stage of development initially begins at puberty and ends with person achieving a level of maturity

enough to deal with and manage realities of life and be able to bear responsibility of him/herself and his/her actions. Adolescence is thought to be the period of emotional up heard and rebellion, sudden changes of mood, shifting ideologies and clashes with authority. During adolescence, although emancipation from parents in order to achieve independence and learning to accept responsibility for one self takes place, an adolescent still fluctuates between child-like dependency and stubborn independence. During this critical stage, an adolescent is ambivalent since he or she does not like adults control but still seek their guidance. In addition, sudden fluctuations in mood are common to which erratic behavior can be related. Peer groups play a critical role in the process of socialization and social interaction and self-concept is gradually acquired as a result of reactions of peers towards him. [4]

Adolescent physical, cognitive, and emotional development occurs within social institutions, including families, friends, and schools. Therefore, understanding the nature of development necessitates understanding the social contexts in which it occurs. For adolescents, families, peers, and schools constitute the most important cultural contexts in which development unfolds.

Data reveal that between 5% and 15% of teens are antisocial and excessively rebellious of adult authority (e.g., Collins & Larsen, 2004). Therefore, in family interactions, a majority of youths proceed through adolescence in a relatively stable, healthy, pro social fashion.

- Study Design: Cross Sectional
- Study population: MBBS students of 1st year
- Site and setting:Services Institute of Medical Sciences
- Duration of Study: March – October 2017
- Sample Size: 100 students
- Sampling Technique: Convenient Sampling
- Inclusion criteria:
  - ✓ Age 17-19 years
  - ✓ Students of 1st year Services Institute of medical sciences College
- Exclusion criteria:
  - ✓ Age >19-year age
  - ✓ Students not studying in SIMS
  - ✓ Students with diagnosed psychiatric illness
- Data Collection:
  - • Questionnaire was developed on the basis of BIG 5 personality assessment scale.

- Data analysis:
  - • Data analysis was done by Statistical package for social science version 17(SPSS version 17). Data analysis results for this study were mainly done in frequencies and percentages and were shown in graphic form as bar charts, pie charts and frequency tables.

RESULTS

Following is the graphical representation of the results gathered through questionnaires on the selected sample. The results were generated in terms of pie charts.
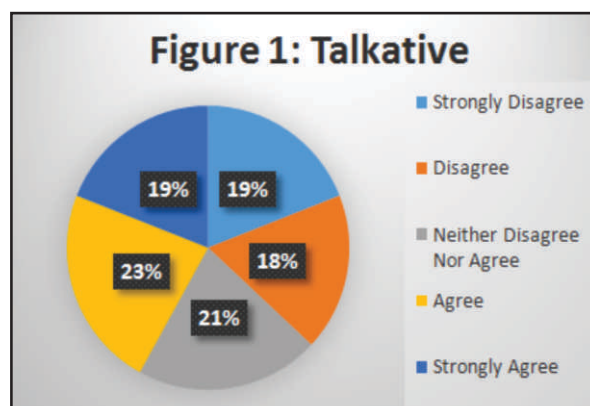

Figure 1
Comprises of the fact that 42% of the students were said to be talkative where as 37% of the lot disagreed. 21% of the students chose to stay neutral.
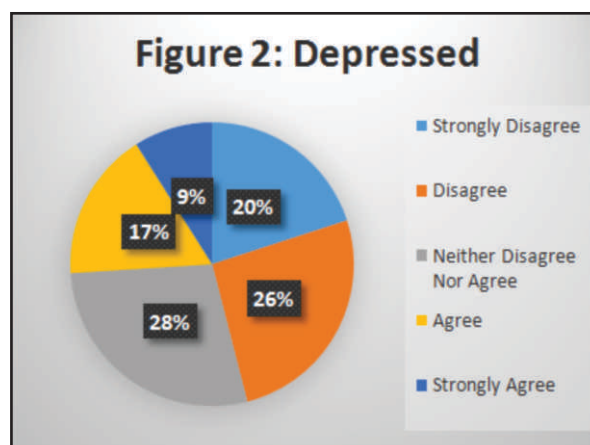

Figure 2
portrays the idea that 37% of the selected sample agreed that they felt depressed where as 35% completely
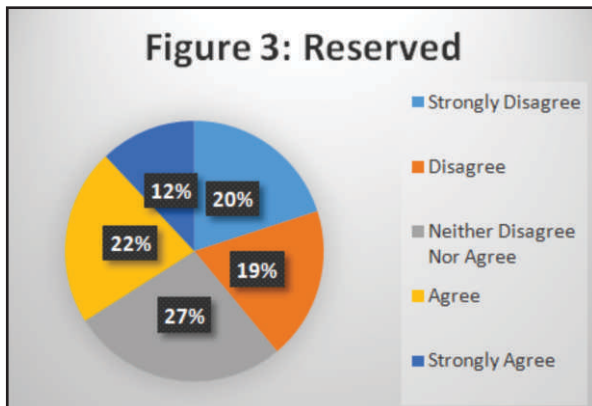
Figure 3: Reserved

Figure 3
Represents that 34% of the students describe themselves to be reserved whereas 39% of the lot disagreed to the statement. 27% of the selected sample took a neutral stance.
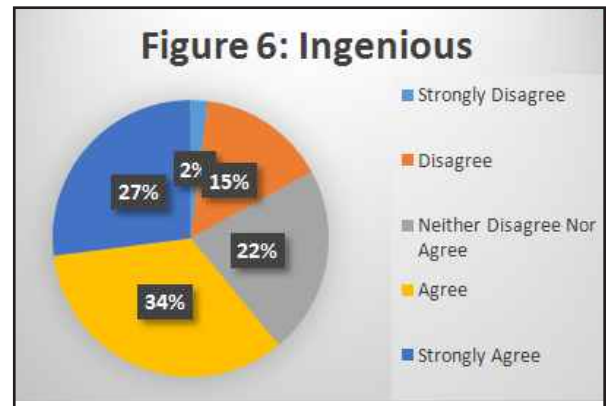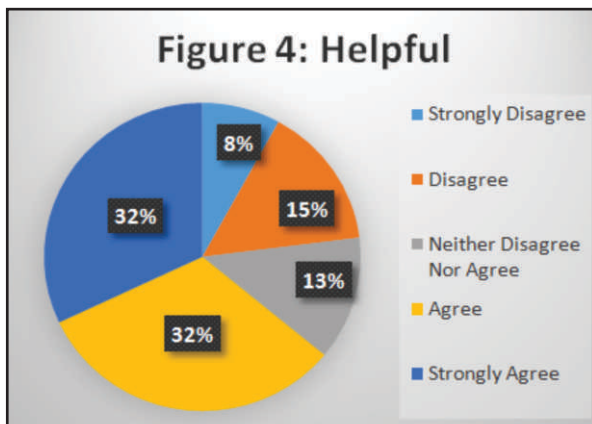
Figure 4: Helpful

Figure 4
Assisted us to gather statistics which suggested that 64% of the sample claimed to be helpful whereas 23% strongly disagreed. 13% chose to stay neutral.

Figure 5: Energetic

Figure 5
Analysis the notion as to how many students from the tested sample were energetic. As presented 56% of the lot said they were energetic where as 15% disagreed. 29% stood a neutral poll.

Figure 6: Ingenious

Figure 6
is the depiction of the idea as to whether our youth is inclined to be ingenious or rather clustered with a traditional mindset. 61% agreed to the idea whereas 17% totally denied. 22% took a neutral stance.
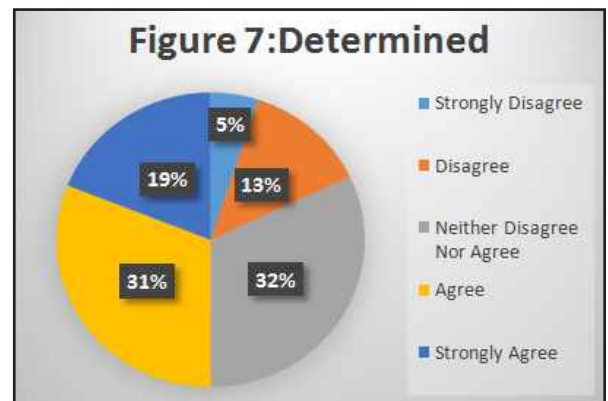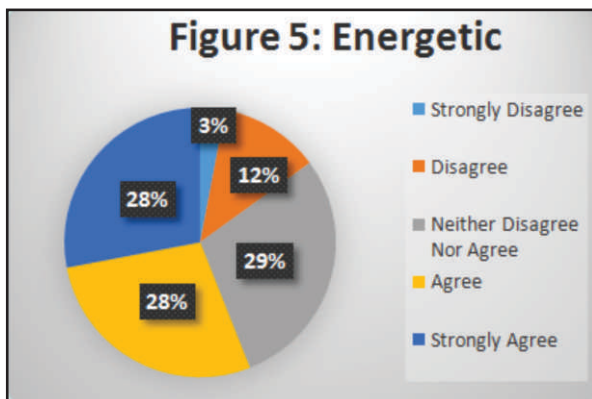
Figure 7: Determined

Figure 7
Suggested that 50% of the selected sample agreed that they were focused and determined towards achieving their targets. Whereas 18% were off board on this. 32% opted to stay neutral.
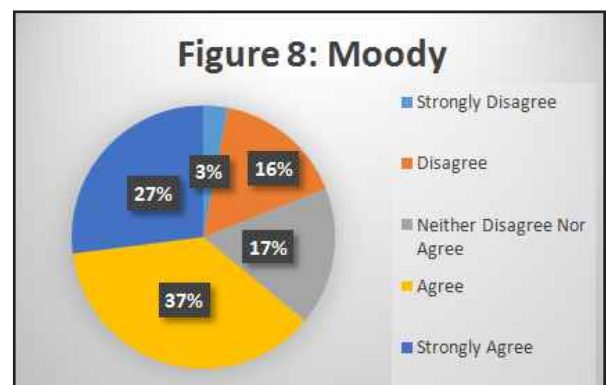
Figure 8: Moody

Figure 8
Presents that 64% of the lot categorized themselves as moody rather 19% disagreed. 17% were considered neutral.
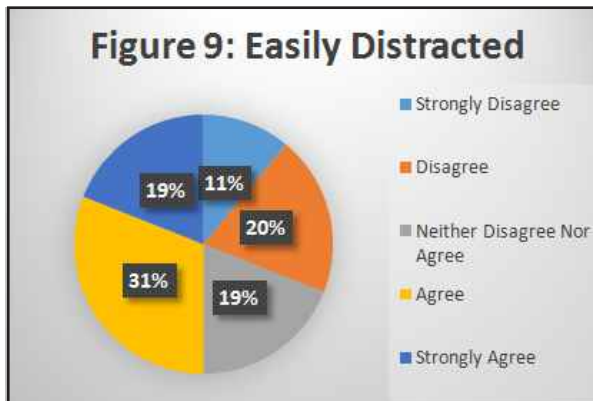
Figure 9: Easily Distracted

Figure 9
Is the representation of the fact that 50% of our selected sample thought they were easily distracted where 31% disagreed. 19% of the lot chose to stay neutral.
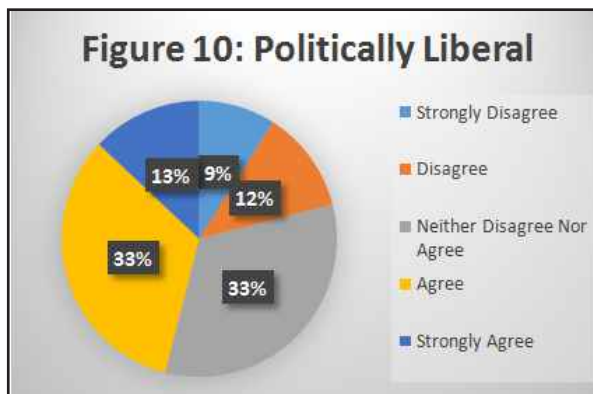
Figure 10: Politically Liberal

Figure 10
Summarized that 46% of the students from the selected sample claimed to be politically liberal whereas 21% disagreed with the stated option. 33% were considered neutral.

DISCUSSION

Adolescence is a period in which an individual undergoes extensive physical, psychological, emotional and personality change. A variety of positive as well as negative characteristics were measured. In our survey we asked each individual if you see yourself as someone who is easily depressed or blue in stress situations to assess, their personality and their capability to cope with stress situations. In a sample of 100 teens (both boys and girls) 25% of them agreed they are depressed. According to Anxiety Disorders Association of America; depression and stress have a tendency to develop together. Being chronically worried or fearful may induce feelings of hopelessness and fatigue that could develop into depression. Acc. to poll results as a teen 34.27% of teenagers felt depressed and lonely during times of stress.

According to our research results when inquired about their attitude towards others, if they are Reserved, Impersonal and Distant to others. The 70% of teens told that they are generally talkative and 30% of them said they have reserved personality. Extroversion was the term advocated by the famous psychologist, Carl Jung. This personality trait sums up the general disposition of a person in a public group and his social behavior. This personality is warm and welcoming to new people in his life. Such people are at ease with making new acquaintances and are relaxed while having conversations. They are outgoing and friendly by nature and have a large group of friends. They are comfortable with people of different interests and have a basic curiosity about others. They have an appealing and magnetic personality, which more often than not influences others. They have a positive attitude and an easygoing charm, which helps them build more contacts and keeps them in a great social environment. They tend to make others feel good and positive about themselves. They generally accept others as they are. They don't attempt to change others to meet their requirements. They do not have high expectations. According to Moffitt (1993), more than 80% of adolescents engage in antisocial behavior. For most, such behavior is limited to the adolescent years; for a few (3-5%), it is a lifelong pattern; and for some, it will be a "snare," a divergence on the path of development that has long-term negative consequences.

In this study, we set out with two aims: to identify naturally occurring personality profiles in a group of adolescents and to determine how their personality development is affected due to stress. We expected that personality in stress situations would be most strongly associated with various mechanisms of being extroverted, agreeable, and open to new experiences. An unexpected finding also emerged, however. Specifically, positive coping was highest for individuals who, in addition to rating high on extroversion, agreeableness, and openness to new experiences, were also high on depression and emotional instability. According to JOURNAL OF ADOLESCENT RESEARCH July 2003[5]; these findings, then, suggest that there may be different compensatory mechanisms operating for adolescents with different personality profiles.

Adolescents can be very "me-centered." It takes time to learn to take others' perspectives into account; in fact, this is a skill that can be learned.[6]

Temperament is the set of genetically determined traits that determine the child's approach to the world and how the child learns about the world. There are no genes that specify personality traits, but some genes do control the development of the nervous system, which in turn controls Behavior[7]

According to research; 28% agreed that they are energetic whereas 12% disagreed that they are

energetic 29% neither agreed nor disagreed. Anxiety can induce the development of depression. According to the Anxiety Disorders Association of America, depression and anxiety have the tendency to develop together. Being chronically worried or fearful may induce feelings of hopelessness and fatigue that could develop into depression and thus they are not active and energetic.[8] The research shows; 39% agreed that they are reliable worker whereas 12% disagreed about it. Many adolescents hold part-time jobs during high school. These jobs can help youth learn many important lessons, such as how the business world works, how to get and keep a job, how to manage time and money, and how to set goals and take pride in one's accomplishments.[9] (Committee on the Health and Safety Implications of Child Labor, 1998; Perry, 2000).

Adolescents who work 20 or more hours per week during the school year are at higher risk for a variety of negative outcomes, including work-related injuries, lower educational attainment, substance abuse, and insufficient sleep (Committee on the Health and Safety Implications of Child Labor, 1998).[9] Adults who work with youth should caution them that, whenever possible, they should keep their work hours to fewer than 20 hours a week during the school year, recognizing that for some youth working is an economic necessity.[10]

Out of 100 sample, 34% agreed that they are ingenious, a deep thinker whereas 15% disagreed about it. 22% neither agreed nor disagreed that they are ingenious, a deep thinker. 33% agreed that they get easily tensed and 12% disagreed that they get tensed.

According to research; 36% of sample population said that they are enthusiastic while 13% disagreed and 23% neither agreed nor disagreed. Psychologist have come to recognize the fact that adolescence is a unique period in the human development but according to (Twiford and Carson 1980, p4) some adult are increasingly disturbed in their attempt to understand behavior of adolescents and also suggest that experts have described adolescents as inconsistent, unpredictable, erratic, emotional and self-centered thus creating a general view and impression that adolescence period portrays a period of stress and storm.[11]

Out of 100 students, 37% agree that they are moody, 27 % strongly agree about this and 16% disagree. Study evaluates the relationship of personality to mood and anxiety states in a sample of 50 psychiatric out patients. In order to overcome arbitrariness inherent in categorical diagnoses of affective, personality and anxiety disorders, we use a dimensional approach to personality, mood and anxiety. According to our results, mood and anxiety states affect personality domains differentially. Namely, relatively large portions of personality and behavior, such as higher-order traits of novelty seeking and reward dependence, seeming dependent from mood and anxiety states. In contrast, the higher-order dimension of harm avoidance and its corresponding lower-order traits reflect changes in mood and anxiety to a much greater extent. Both the likelihood that large portions of personality may be independent from current mood and the likelihood that some precisely delineated personality domains tend to change simultaneously with current mood may improve our understanding of the relationship of personality to emotionality and affective disorders.[12]

According to research; out of 100 students 31% agree that they are determined, 13% disagree that they are determined and 32% neither disagree nor agree. The findings of study suggest that personality is associated with self-determination and that there are gender and race differences on personality and exercise behavior. Additionally, in this study population, self-determination fully explains the mechanism through which the openness and conscientiousness domains affect exercise behavior and partially explains the mechanism through which extraversion affects exercise behavior. The implications are numerous for health educators, practitioners, and researchers some of which include rigorous personality and motivation education for future practitioners[13]

Out of 100 students, 31% agree that they can be easily distracted, 19% strongly agree and 20% disagree. Susceptibility to distraction as a function of personality was investigated in groups of neurotic introverts and stable extraverts. They were given two versions of a letter-transformation task (low and high complexity) at one of three levels of white noise intensity. There was a significant interaction between personality and distraction condition: the performance of neurotic introverts was more adversely affected than that of stable extraverts by distracting stimuli resembling task stimuli, but the groups did not differ in performance when the distracting stimuli did not resemble task stimuli. Theoretical implications of these findings are discussed with reference to the literature on trait anxiety and distractibility[14]

According to study conducted; out of 100 students, 33% agree that they are politically liberal, 12% disagree, 9% strongly disagree and 33% neither agree nor disagree. Study to suspect that the relationships between personality traits and political attitudes:

- Vary across issue domains
- Depend on contextual factors that affect the meaning of political stimuli.

In this study, we provide an explicit theoretical framework for formulating hypotheses about these differential effects. We then leverage the power of an unusually large national survey of registered voters to examine how the relationships between Big Five personality traits and political attitudes differ across issue domains. We confirm some important previous findings regarding personality and political ideology, and clear evidence that Big Five traits affect economic and social attitudes differently, show that the effect

of Big Five traits is often as large as that of education or income in predicting ideology, and demonstrate that the relationships between Big Five traits and ideology vary substantially between white and black respondents.

ISFPS types of personality having artistic nature. ISFPs are warmhearted, gentle people who take their commitments seriously, and seek lifelong relationships. They are very private people, who keep their true feelings and opinions reserved or hidden from others. This may cause them to constantly defer to their mates in their intimate relationships.

CONCLUSION

According to a research study Among college students, mothers, and fathers alike, adolescents were rated as more internalizing, conforming, risk taking and rebellious, social, involved in problem behaviors, and influenced by peer culture and less active, friendly, and upstanding/pro-social, than elementary school aged children.

In general, we found little evidence for more or less extreme stereotyping based on demographic characteristics. The demographic factor that had the most links to stereotyping was gender of the respondent. Among both college students and parents, females held stronger negative stereotypes of adolescence than did males. This was especially true for perceptions of adolescents as internalizing and not upstanding or pro social. This gender difference is in line with previous findings indicating that females hold more negative views of adolescence than do males[15] (Buchanan et al., 1990; Holmbeck and Hill, 1988), and may reflect more negative personal experiences during adolescence for females than males. Research indicates that puberty is a more negative experience for females than it is for males (Dorn et al., 1988; Duncan et al., 1985)[16], and that a variety of problems (e.g., depression, low self-esteem, eating disorders) become more common for females during this time (Attie and Brooks-Gunn, 1989; Nolen-Housman and Girgus, 1994; Petersen et al., 1991; Simmons and Blyth, 1987)[17]. Higher levels of education may be associated with increased exposure to traditional psychological theories about storm and stress during adolescence (but see Holmbeck and Hill, 1988, for evidence that taking a course in adolescent development lowers beliefs in storm and stress); they may also be related to increased exposure to popular sources of information that convey the negative stereotypes (e.g., newspapers and magazines). Adolescents can be very "me-centered." It takes time to learn to take others' perspectives into account; in fact, this is a skill that can learned. (Jaffe1998).

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