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A Gender-Based Comparison of Personality Traits Among Adolescent Students

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Abstract

From the moment of conception, the human organism begins a prolonged journey of growth that continues well beyond birth, during which the child depends entirely on sustained developmental support before achieving maturity. Personality formation proceeds at a particularly rapid pace during the adolescent years. The present study aimed to examine whether meaningful differences exist in personality characteristics between adolescent boys and girls. Findings confirmed that a statistically significant difference in personality does indeed exist between the two genders.

Keywords: personality, adolescent students, gender differences

1. Introduction

Although the foundations of personality are believed to be established by around age five, it is during adolescence that personality development reaches its most dynamic phase. For most young people, school functions as a second home and exerts a profound influence on the attitudes, self-perceptions, and interpersonal orientations they develop. Upon entering the school environment, children step beyond the protective boundaries of home and begin to engage with a wider social world. The way peers and teachers respond to them — and how they in turn relate to others — plays a central role in shaping their personality. In this regard, examining the personality characteristics of adolescents in both government and private school settings holds particular relevance.

Several prior studies have explored personality development in adolescence: Kalippan (2008) examined personality development among student youth in relation to national contribution; Chandrasekaran (2008) investigated the role of environmental factors in shaping personality; Bester (2007) explored personality development patterns in adolescents; and Cullen (2011) conducted an inquiry into personality typologies among adolescent offenders. The present study builds on this body of work by specifically comparing personality scores across gender and school type.

2. Rationale And Significance

Each person is understood to possess a unique and distinctive personality profile. Personality development is shaped by a complex interplay of biological, chemical, and environmental influences — including family and school environments. Among these, the school environment is especially consequential, given that it occupies a central portion of a child's formative years. Understanding how personality may differ across gender within school contexts is therefore of both theoretical and practical importance.

3. Objectives Of The Study

This study was designed to address the following objectives:

To examine personality differences between adolescent boys and girls in general.

To compare personality differences between boys and girls enrolled in government schools.

To compare personality differences between boys and girls enrolled in private schools.

4. Research Hypotheses

In alignment with the stated objectives, the following null hypotheses were formulated:

There is no statistically significant difference between adolescent boys and girls in personality.

There is no statistically significant difference between boys and girls of government schools in personality.

There is no statistically significant difference between boys and girls of private schools in personality.

5. Sample And Measurement Tool

The study sample comprised 600 adolescent students (300 boys and 300 girls) between 12 and 18 years of age, drawn from various schools in Jaipur city, with equal representation of male and female participants. Personality was assessed using the Adolescent Personality Test (APT) developed by Dr. Pandey. The APT consists of 80 items organized into four personality traits, each trait comprising 20 items — 10 oriented toward positive trait expression and 10 toward negative aspects. Participants were instructed to indicate the response most applicable to them by marking the appropriate option for each item.

6. Statistical Analysis

All data collected via the personality inventory were organized into tabular form. Descriptive statistics (mean and standard deviation) were computed for each group, and independent-samples t-tests were applied to evaluate group differences. Correlational analysis was also conducted where appropriate.

7. Results And Interpretation

Table 1: t-Test Results — Overall Personality Comparison Between Boys and Girls

Group	N	Mean (SD)	t-value
Boys	300	88.66 (9.33)	3.59*
Girls	300	85.93 (9.31)	

df = 598; critical t at .05 = 1.96; critical t at .01 = 2.58. *Significant at both levels.

Table 1 reveals that the obtained t-value of 3.59 (df = 598) exceeds the critical values at both the .05 and .01 significance levels. The mean personality score for boys (88.66) was higher than that for girls (85.93). Consequently, the null hypothesis stating no significant difference between boys and girls in personality was rejected at both significance thresholds.

Table 2: t-Test Results — Personality Comparison Between Government School Boys and Girls

Group	N	Mean (SD)	t-value
Govt. Boys	150	90.06 (9.08)	1.06
Govt. Girls	150	88.95 (9.05)	

df = 298; critical t at .05 = 1.97; critical t at .01 = 2.59. Not significant.

Table 2 shows that the computed t-value of 1.06 (df = 298) falls below the critical values at both the .05 and .01 significance levels. Although the mean personality score of government school boys (90.06) was slightly higher than that of government school girls (88.95), this difference did not reach statistical significance. The null hypothesis of no significant personality difference between government school boys and girls was therefore retained.

Table 3: t-Test Results — Personality Comparison Between Private School Boys and Girls

Group	N	Mean (SD)	t-value
Pvt. Boys	150	87.27 (9.39)	4.19*
Pvt. Girls	150	82.90 (8.58)	

df = 298; critical t at .05 = 1.97; critical t at .01 = 2.59. *Significant at both levels.

Table 3 indicates that the t-value of 4.19 (df = 298) substantially exceeds the critical values at both the .05 and .01 significance levels. Private school boys recorded a notably higher mean personality score (87.27) compared to private school girls (82.90). The null hypothesis of no significant difference between private school boys and girls in personality was therefore rejected at both levels of significance.

Conclusions

A statistically significant difference in personality was identified between adolescent boys and girls when the full sample was considered.

No statistically significant difference in personality was found between boys and girls studying in government schools.

A statistically significant difference in personality was found between boys and girls studying in private schools, with boys recording markedly higher scores.

8. References

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