

## **Do Values Impact Development of Personality? A Critical Study on Young Adults**

**Mayurakshee Gangopadhyay**

Department of Human Development, Dum Dum Motijheel College, Kolkata, India  
Corresponding Author Email: [psychologistm87@gmail.com](mailto:psychologistm87@gmail.com)

### **Abstract**

In an individual's life sense of right and wrong, choosing the correct alternatives and successful social participation are guided and directed by an internalized cognitive structure which is called values. As personality of an individual develops through constant interaction with the environment, values become an unavoidable part of the process. The aim of the present study was to find out the impact of values on personality of young adults. 600 youth aged between 18 to 21 years was selected as sample. Personal Values Questionnaire by Sherry and Verma and Multi-dimensional Assessment of Personality by Sanjay Vohra and general information schedule were administered on the samples. The results indicate except religious value and family prestige value all other dimensions of values have positive correlation with the dimensions of personality. All the dimensions of personality are found out to be positively predicted by values.

*Key Words: Values, Personality, Young adults*

### **Abstrak**

Dalam pengertian hidup seseorang tentang benar dan salah, memilih alternatif yang benar dan partisipasi sosial yang berhasil dipandu dan diarahkan oleh struktur kognitif yang terinternalisasi yang disebut nilai. Ketika kepribadian seorang individu berkembang melalui interaksi yang konstan dengan lingkungan, nilai-nilai menjadi bagian yang tak terhindarkan dari proses tersebut. Tujuan dari penelitian ini adalah untuk mengetahui dampak nilai-nilai pada kepribadian orang dewasa muda. 600 pemuda berusia antara 18 sampai 21 tahun dipilih sebagai sampel. Kuesioner Nilai Pribadi oleh Sherry dan Verma dan Penilaian Kepribadian Multi-dimensi oleh Sanjay Vohra dan jadwal informasi umum diberikan pada sampel. Hasil penelitian menunjukkan kecuali nilai agama dan nilai prestise keluarga semua dimensi nilai lainnya memiliki korelasi positif dengan dimensi kepribadian. Semua dimensi kepribadian ditemukan diprediksi secara positif oleh nilai-nilai.

Kata Kunci: Nilai, Kepribadian, Dewasa Muda

---

## **INTRODUCTION**

Etymologically, value means quality and values can be added to a thing, concept or individual to make it meaningful, useful and important. Philosophically, value is a concept, or a thought, or an underlying idea which is dynamic in nature and has chances of getting varied depending on time, place and which may turn out to be fruitful in conditions and environment that is favourable for it (Gupta, 2016). Also value is a behavioural concept that determines the desirability of human behaviour over other based on the influential elements it carries. An individual's awareness of values is the key criteria in determining human behaviour because the way one act is dependent on the value alternatives (Schwartz, 2012).

Human behaviour is the reflection of the personality of the individual. Personality is a set of individual differences that are affected by the development of an individual: values, attitudes, personal memories, social relationships, habits, and skills (McAdams and Olson, 2010; and Mischel et al. 2007). Different personality theorists present their own definitions of the word based on their theoretical

\* Copyright (c) 2022 Mayurakshee Gangopadhyay

This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Received: April 23, 2022; Revised: July 15, 2022; Accepted: August 2, 2022

positions (Engler, 2013). The term personality trait refers to enduring personal characteristics that are revealed in a particular pattern of behaviour in a variety of situations. Rokeach (1973) viewed personality traits as antecedent to values, which, while stable, can be reprioritized on the basis of experience and social expectations.

Objectives of this study include:

1. To assess the impact of gender (Male and Female) on different dimensions of values of **young adults**.
2. To assess the impact of gender (Male and Female) on different dimensions of **personality** of young adults.
3. To assess the relationship between values and **personality** of young adults.
4. To assess whether the dimensions of **personality** can be predicted by values.

## RESEARCH METHOD

This research had used quantitative research method.

### *Null Hypothesis*

1. Gender (Male and Female) has no significant impact on the different dimensions of values of **young adults**.
2. Gender (Male and Female) has no significant impact on the different dimensions of **personality** of young adults.
3. There is no significant relationship between values and **personality** of young adults.
4. The dimensions of **personality** cannot be predicted by the values.

### *Sample*

The samples were collected from colleges situated in Kolkata using stratified random sampling method. The sample size was 600 aged between 18-21 years of which 300 were male and 300 were female.

### *Tools used*

The following tools were used in collecting data from the samples:

### *General Information Schedule*

The General Information Schedule was used to get the demographic data. A questionnaire has been prepared to acquire knowledge from the sample such as age, type of family, rituals within family, influencing person in the individual's life etc.

### *Personal Values Questionnaire: Sherry and Verma (1978)*

PVQ is prepared to assess human values in the indigenous cultural milieu of India. It contains 40 questions based on 10 types of values like religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health value.

***Multi-dimensional Assessment of Personality (MAP) by Sanjay Vohra (1993):***

A test of normal, adult personality, the MAP From A measures 20 dimensions covering Adaptability, Achievement Motivation, Boldness, Competition, Enthusiasm, General Ability, Guilt Proneness, Imagination, Innovation, Leadership, Maturity, Mental Health, Morality, Self Control, Sensitivity, Shrewdness, Self-Sufficiency, Suspiciousness, Social Warmth and Tension. For the purpose of the study through item analysis out of 20 dimensions 10 dimensions of personality are selected. These are adaptability, boldness, imagination, innovation, leadership, maturity, mental health, morality, self control and social warmth. MAP has 147 items in total that covers twenty normal personality dimensions. Each of the items in the questionnaire has three choices from which he subject may select one answer. The test-retest reliability values of the ten dimentions mentioned above are .69, .72, .62, .68, .68, .65, .70, .72, .61 and .74 respectively. The factorial validity values for the chosen dimensions of the scale are .83, .84, .78, .82, .82, .80, .83, .84, .78, and .86.

***Statistical Analysis***

Descriptive Statistics, One-Way ANOVA, Correlation and Regression Analysis are being applied for the verification of hypotheses. All the statistical analysis was carried out in "SPSS-20".

**RESULT AND DISCUSSION**

**Result**

Table 1 shows the descriptive statistics i.e. the mean and standard deviation of the samples of both the genders, i.e. male and female and also of the total sample. It reveals that the means of different dimensions of values like religious, social, aesthetic, economic, knowledge, power, family prestige and health value and dimensions of personality like adaptability, boldness, imagination, innovation, leadership, morality, self control and social warmth are higher in case of male young adults than female young adults. Among the dimensions of values the means of democratic value and hedonistic value are higher among females than males. And among the dimensions of personality the mean values of maturity and mental health are higher among females than males.

**Table 1: Descriptive Statistics**

	Variables	Mean			Std. Deviation		
		Male	Female	Total	Male	Female	Total
I N D E P E N D E N T	Religious value	<b>13.55</b>	13.16	13.35	3.32	3.93	3.64
	Social value	<b>16.73</b>	14.74	15.73	3.64	4.12	4.01
	Democratic value	15.15	<b>15.88</b>	15.51	3.06	3.12	3.12
	Aesthetic value	<b>13.73</b>	11.79	12.76	2.97	2.31	2.83
	Economic value	<b>13.04</b>	12.62	12.83	3.06	2.58	2.58
	Knowledge value	<b>13.06</b>	12.14	12.60	2.72	2.49	2.65
	Hedonistic value	12.07	<b>12.29</b>	12.18	2.09	2.19	2.14
	Power value	<b>12.14</b>	11.01	11.57	2.65	3.72	3.28
	Family prestige value	<b>15.79</b>	12.44	14.12	2.98	2.65	3.27
	Health value	<b>11.21</b>	11.15	11.18	2.59	2.02	2.32
D E P E N D E N T	Adaptability	<b>11.13</b>	10.28	10.71	1.36	1.68	1.58
	Boldness	<b>11.42</b>	9.99	10.71	1.22	1.71	1.65
	Imagination	<b>10.34</b>	10.18	10.26	1.73	1.99	1.87
	Innovation	<b>10.00</b>	9.64	9.82	1.64	1.62	1.64
	Leadership	<b>10.65</b>	9.67	10.31	1.50	1.83	1.70
	Maturity	10.09	<b>10.28</b>	10.19	1.87	1.76	1.82
	Mental Health	9.78	<b>10.04</b>	9.91	1.79	1.28	1.56
	Morality	<b>10.65</b>	9.74	10.20	1.41	1.64	1.59
	Self Control	<b>10.25</b>	9.61	9.93	1.12	1.97	1.63
	Social Warmth	<b>9.61</b>	9.56	9.58	1.55	1.90	1.73
No. of Samples		300	300	600(n)	300	300	600(n)

Source : Processed by Researcher ( 2021 )

**Table 2: Summarized Result of One Way ANOVA for Values with respect to Gender**

Dimensions of Personal Values	df	F
Religious values	1,598	1.73
Social value	1,598	<b>39.47**</b>
Democratic Value	1,598	<b>8.46**</b>
Aesthetic Value	1,598	<b>79.88**</b>
Economic Value	1,598	3.99
Knowledge Value	1,598	<b>18.66**</b>
Hedonistic Value	1,598	1.54
Power Value	1,598	<b>18.31**</b>
Family Prestige Value	1,598	<b>211.42**</b>
Health Value	1,598	.112

Source : Processed by Researcher ( 2021 ) \*\*p<0.01

The findings of One Way ANOVA indicate that the impact of gender on the different dimensions of personal values have been found out to be significant for social, democratic, aesthetic, knowledge, power

and family prestige values. Therefore the hypothesis i, i.e. gender (male and female) has no significant impact on the different dimensions of values of young adults is partially rejected.

**Table 3: Summarized Result of One Way ANOVA for Persoality with respect to Gender**

Dimensions of Psychological Well-Being	df	F
Adaptability	1,598	<b>46.03**</b>
Boldness	1,598	<b>137.45**</b>
Imagination	1,598	1.10
Innovation	1,598	<b>7.21**</b>
Leadership	1,598	<b>24.86**</b>
Maturity	1,598	1.58
Mental Health	1,598	<b>4.40**</b>
Morality	1,598	<b>52.29**</b>
Self Control	1,598	<b>23.99**</b>
Social Warmth	1,598	.109

**Source :** Processed by Researcher ( 2021 ) \*\*p<0.01

The findings of One Way ANOVA indicate that the impact of gender on the different dimensions of personality have been found to be significant for the dimensions adaptability, boldness, innovation, leadership, mental health, morality and self control. Therefore the **hypothesis ii**, i.e. gender (male and female) has no significant impact on the different dimensions of personality of young adults is partially rejected.

**Table 4: Summarized Result of Correlation for Values and Personality**

DIMENSIONS OF VALUES		DIMENSIONS OF PERSONALITY									
		AD	BO	IM	IN	LD	MA	MH	MO	SC	SW
Religious value	Correlation	<b>.386**</b>	<b>-.388**</b>	<b>.503**</b>	<b>.448**</b>	<b>-.495**</b>	<b>-.482**</b>	<b>-.519**</b>	<b>.452**</b>	<b>.462**</b>	<b>.483**</b>
	N	600	600	600	600	600	600	600	600	600	600
Social value	Correlation	<b>.381**</b>	<b>.197**</b>	<b>.397**</b>	<b>.263**</b>	<b>.233**</b>	<b>.331**</b>	<b>.349**</b>	<b>.417**</b>	<b>.436**</b>	<b>.397**</b>
	N	600	600	600	600	600	600	600	600	600	600
Democratic value	Correlation	<b>.327**</b>	<b>.255**</b>	<b>.430**</b>	<b>.297**</b>	<b>.274**</b>	<b>.325**</b>	<b>.350**</b>	<b>.383**</b>	<b>.420**</b>	<b>.267**</b>
	N	600	600	600	600	600	600	600	600	600	600
Aesthetic value	Correlation	.024	<b>.201**</b>	.101	<b>.162**</b>	<b>.184**</b>	<b>.151**</b>	<b>.157**</b>	.000	.011	.054
	N	600	600	600	600	600	600	600	600	600	600
Economic value	Correlation	<b>.151**</b>	<b>.217**</b>	<b>.253**</b>	<b>.281**</b>	<b>.268**</b>	<b>.252**</b>	<b>.289**</b>	<b>.161**</b>	<b>.128**</b>	<b>.209**</b>
	N	600	600	600	600	600	600	600	600	600	600
Knowledge value	Correlation	<b>.251**</b>	<b>.409**</b>	<b>.391**</b>	<b>.316**</b>	<b>.416**</b>	<b>.326**</b>	<b>.316**</b>	<b>.262**</b>	<b>.295**</b>	<b>.364**</b>
	N	600	600	600	600	600	600	600	600	600	600
Hedonistic value	Correlation	<b>.213**</b>	<b>.212**</b>	<b>.305**</b>	<b>.201**</b>	<b>.287**</b>	<b>.292**</b>	<b>.313**</b>	<b>.276**</b>	<b>.235**</b>	<b>.233**</b>
	N	600	600	600	600	600	600	600	600	600	600
Power value	Correlation	<b>.286**</b>	<b>.403**</b>	<b>.460**</b>	<b>.420**</b>	<b>.434**</b>	<b>.405**</b>	<b>.371**</b>	<b>.332**</b>	<b>.361**</b>	<b>.414**</b>

	N	600	600	600	600	600	600	600	600	600	600
Family prestige value	Correlation	.366**	-.022	.309**	.229**	-.226**	.374**	.373**	.388**	.330**	.292**
	N	600	600	600	600	600	600	600	600	600	600
Health value	Correlation	.208**	.149**	.260**	.218**	.265**	.298**	.304**	.209**	.246**	.246**
	N	600	600	600	600	600	600	600	600	600	600

\*\* Correlation in significant at 0.01 level (2 tailed)

Source : Processed by Researcher ( 2021 )

Correlation has been found to be highly significant between the dimensions of values and personality of young adults. Therefore the **hypothesis iii**, i.e. there is no significant relationship between values and personality of young adults is rejected.

**Table 5: Regression Coefficient between Different Dimensions of Personality with Values**

	Dimensions of Personality (DV)	R	R <sup>2</sup>	df	F	Sig
		Values (IV)	Adaptability	.539	.290	10,589
Boldness	.571		.326	10,589	28.53**	.000
Imagination	.673		.453	10,589	48.86**	.000
Innovation	.568		.323	10,589	28.11**	.000
Leadership	.629		.396	10,589	38.57**	.000
Maturity	.628		.395	10,589	38.40**	.000
Mental Health	.651		.424	10,589	43.29**	.000
Morality	.604		.364	10,589	33.77**	.000
Self Control	.623		.388	10,589	37.42**	.000
Social Warmth	.602		.363	10,589	33.57**	.000

Source :

Processed by Researcher ( 2021 )\*\*p< 0.01

	Dimensions of Personality (DV)	Unstandardized Coefficient		t	Sig
		B	Std. Error		
Values (IV)	Adaptability	9.27	.84	11.07**	.000
	Boldness	5.22	.85	6.16**	.000
	Imagination	7.39	.87	8.53**	.000
	Innovation	7.67	.84	9.09**	.000
	Leadership	7.15	.83	8.61**	.000
	Maturity	9.50	.89	10.71**	.000
	Mental Health	9.41	.74	12.66**	.000
	Morality	9.41	.80	11.79**	.000
	Self Control	8.99	.80	11.24**	.000
	Social Warmth	8.96	.87	10.33**	.000

Source : Processed by Researcher ( 2021 ) \*\*p< 0.01

Regression equations have been generated for different dimensions of personality as dependent variable and values as independent variable for the entire sample. The highest Regression Coefficient for the dimension of imagination accounts for 45.3% variability. The F values are found out to be significant for all the dimensions of personality. The Unstandardized Beta Coefficients indicates that the personal

values positively predict the dimensions of personality. The above analyses of regression coefficients lead to rejection of the **hypothesis iv.** i.e. the dimensions of personality cannot be predicted by the values.

## **Discussion**

Values being an integral part of individual's life and society always contribute to the developmental facets of one's life. Personality develops through constant interaction with the societal environment and culture. Here from the findings it is proven that values have significant impact on personality of young adults. The relationship between value priorities and personality variables is systematic and meaningful that confirms the hypothesized structure of association (Bilsky and Schwartz, 1994).

Like value orientation plays a significant role on the development of personality as it is mostly exercised with conflicting pre-requisite determinants, gender also impacts the thought process of individual human mind. From the findings it can be seen that individual's participation in social life is influenced by gender sensitization. Also gender has significant impact on dimensions of personality like adaptability, boldness, innovation, leadership, mental health, morality and self control.

Personal value orientation and formation of identity are evident in a social structure where ideological beliefs and social attitudes contribute to the developmental process (Collani and Grumm, 2009, and Devi and Vig, 2014). Youth with inherited behavioural characteristics tend to accept certain changing social values on different circumstantial influencing variables, are often reluctant to negotiate with family prestige and moral conducts (Bhatia et al. 2007; Bhutia 2013; and Gupta 2016). This may lead them to adapt a personality trait that eventually differentiates with existing set of values (Diener et al. 2003). As a result it may negatively reflect on the leadership quality of young adult in personal sphere as well as in social behavioural tendencies (George and Uyanga, 2014).

Also the predetermined personal spaces like family have certain religious orientation and belief that might create conflict in the development of young adult. There are possibilities of adjustment where he or she is submissive towards the norms. On the other hand he or she can be pessimistic in his or her thinking process which eventually will have an impact on his or her social behaviour, religious participation, moral beliefs and leadership quality.

## **Implication**

Young adults are adaptive to the social, environmental, cultural, political variables where they think they are fit to participate effectively. Actually young adulthood is the most productive and participatory phase of life where they interact with all the variables present in their life. The result of this interaction gets visibility in their development process of personality as personality is a composite form of the ongoing interaction process (Seligman 1990; and Schimmack et al. 2002).

Sometimes social constraints challenge the very own notion of accountability and it becomes a process of negotiation. Individual behaviour is a result of thinking that eventually reflects various social components according to the receptor's capabilities (Rapoport and Rapoport 1980). This might sound similar to the theory of evolution, but there are much more complexities that needs to be addressed through personal adjustments. From the study it is being found out that at some point of personal level an individual is always in vulnerable condition for taking decisions. The very basic senses or judgements are often decided by comprehensive understanding of circumstances rather than rational development of identity (Levinson, 1986; Gardner et al. 2000; and deSouza et al. 2009). This might also possess some personality traits that in future may be harmful and contradictory towards the natural development of human nature (Zastrow and Kirst-Ashman 2009). There are spaces for future research to find out those

vulnerable contradictions that allow a certain personality to be submissive or to have pessimistic inclinations. Present study also indicates the scope for argument between social reluctance and adaptability. As it is being found that impact of gender has a sensible contribution in the development of personality there is also space for investigation regarding gender identity and social participation.

## CONCLUSION

The analysis of the findings reveals that gender has significant impact on different dimensions of values and personality. It also clearly portrays the existence of gender difference still prevalent in the Indian society and culture and the way they acquire values from family and society. The distinct components of society, the structure of family, the cultural determinants, social norms and practices can be considered as the reasons behind this impact (Berry et al. 1997). That is why and how personal values and personality seem highly correlated with each other as found out from the analysis and thus the role of values in formation of identity of individuals is extremely important.

## REFERENCES

- Berry, J.W., Ype H.P. and Pandey, J. (1997). *Handbook of cross-cultural psychology: Theory and Method*. Boston: Allyn and Bacon, 77.
- Bhatia, M.S., Bhasin, S.K., Upreti, R., Pandit, M., and Singh, N.P. (2007). A Study of Personal Values in Adolescents. *Delhi Psychiatry Journal*, 10(1), 59-61.
- Bhutia, Y. (2013). Personal Values of Secondary School Students. *International Journal of Education and Psychological Research*, 2(4), 129-136.
- Bilsky, W. and Schwartz, S. (1994). Values and Personality. *European Journal of Personality*, 8, 163-181.
- Collani, G.V., and Gramm, M. (2009). On the dimensional structure of personality, ideological beliefs, social attitudes and personal values. *Journal of Individual Differences*, 30(2), 1-13.
- Crisp, R.J., and Turner, R.N. (2010). *Essential Social Psychology*. London: SAGE, 1-238, 351-378.
- deSouza, P.R., Kumar, S., and Shastri, S. (2009). *Indian Youth in a Transforming World Attitudes and Perspectives*. New Delhi: SAGE Publications India Pvt. Ltd., 19-22.
- Devi, Y.A., and Vig, D. (2014). A Comparative Study of Personal Values Profile of Rural and Urban Adolescents. *Asian Journal of Home Science*, 9(1), 128-133.
- Diener, E., Oishi, S., and Lucas, R. E. (2003). Personality, Culture and Subjective Well-Being: Emotional and Cognitive Evaluations of Life. *Annual Review of Psychology*, 54, 403-420.
- Engler, B. (2013). *Personality Theories*. CA: Cengage Learning, 22
- Gardner, R., Cairns, J., and Lawton, D. (2000). *Education for values: morals, ethics and citizenship in contemporary teaching*. London: Routledge, 230-322.
- George, I.N. and Uyanga, U.D. (2014). Youth and Moral Values in a Changing Society. *IOSR Journal of Humanities and Social Sciences*, 19(6), 40-44.
- Gupta, G. (2016). A Comparative Study of Personal Values of Male and Female Secondary School Teachers of Rewari District. *The International Journal of Indian Psychology*, 3(3), 96-103.
- Levinson, D. J. (1986). A Conception of Adult Development. *American Psychologist*, 41(1), 3-13.
- McAdams, D.P., and Olson, B.D. (2010). Personality Development: Continuity and Change Over the Life Course. *Annual Review of Psychology*, 61, 517-542.
- Mischel, W., Shoda, Y., and Ayduk, O. (2007). *Introduction to personality: Toward an integrative science of the person*. New Jersey: Wiley Global Education, 82-92.
- Rapoport, R., and Rapoport, R.N. (1980). *Growing through Life*. New York: Harper & Row, 46.
- Rokeach, M. (1973). *The nature of human values*. New York: The Free Press, 1-473.



- Schimmack, U., Radhakrishnan, P., Oishi, S., Dzokoto, V., and Ahadi, S. (2002). Culture, Personality and Subjective Well-Being: Integrating Process Models of Life Satisfaction. *Journal of Personality and Social Psychology*, 82(4), 582-593.
- Schwartz, S.H. (2012). An Overview of the Schwartz Theory of Basic Values. *Online Readings in Psychology and Culture*, 2(1), <http://doi.org/10.9707/2307-0919.1116>.
- Seligman, M. E. P. (1990). *Learned Optimism: How to Change Your Mind and Your Life*. New York: Pocket Books, 1-319.
- Sherry, G.P., and Verma, R.P. (1998). *Manual for Personal Values Questionnaire*. Agra: National Psychological Corporation, 3-30.
- Vohra, S. (1993). *Handbook for MAP (Form-A)*. New Delhi: Psy.Com Services, 2-25.
- Zastrow, C., and Kirst-Ashman, K. (2009). *Understanding Human Behaviour and the Social Environment*. Boston: Cengage Learning, 298.