

PERSONALITY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PSYCHOLOGICAL HARDINESS

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Abstract

The present study examines the personality of senior secondary school students in relation to their psychological hardiness. The sample of the study comprised of 200 eleventh class students (100 boys and 100 girls) studying in government and private schools of Chandigarh. Descriptive survey method was employed to collect the data. The major findings of the study revealed a significant difference in the personality of male and female students. Further, psychologically high hardy students have better personality as compared to their counterparts. But, there was no significant difference in the personality and level of psychological hardiness with regard to type of school.

Introduction

Personality is all that a person is. It is totally of his being and includes his physical, mental, imaginations, instincts; thoughts and sentiments constitute his personality. Psychologists differ from each other on concept and personality. Most of them agree that the term personality is a relatively stable trait, tendencies or features that perpetuate individual's behaviour to some extent; or more specialized, personality is made up of traits and tendencies which is led to individual differences in behaviour, behaviour stability over time and behaviour continuity in various situations (Feist & Feist, 2002).

Personality is broad & comprehensive term concerning the organization of the individual's pre-disposition of behaviour & his unique adjustment to environment. Every human being possesses his own individual personality. It is the dynamic organization within the individual of those psychological systems that determines his characteristic behaviour and thoughts. Personality, is taken as both the internal & external experiences of the individual, is a philosophy that has been interpreted in the sense of internal self. Thus personality is not fixed state but a dynamic totality which continuously changes due to interaction with the environment.

Edmund and Gerard (2015) conducted a study entitled the influence of trait affect and the five-factor personality model on impulse buying. Additionally, studies on how the five-factor personality model's dimensions influence impulse buying have also produced contradictory results and found that trait affect does have a significant influence on impulse buying controlling for state affect, but that this influence is fully accounted for by the five- factor personality model, the extraversion, conscientiousness and neuroticism dimensions of which are found consistently to predict impulse buying.

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Geetanjali (2011) conducted a study on academic achievement of 200 students of 11th class in relation to their personality and emotional intelligence and found that there exists significant relationship between academic achievement and emotional intelligence and partial relationship between academic achievement and personality.

Psychological hardiness represents a single latent variable comprised of three obliquely related attitudes, that is, commitment, control and challenge. Commitment is defined as a "Tendency to involve oneself in whatever one is doing or encounters." Control is described as a "Tendency to feel and act as if one is influential in the face of the varied contingencies of life". Challenge is described as a "Belief that changes rather than stability is normal in life and that the anticipation of changes is interesting incentives to growth rather than threats to security."

Kobasa (1979) defined hardiness as a personality trait having the components of commitment, challenge, and control and is found to be associated with strong resistance to negative feelings induced by adverse circumstances. Jagpreet (2010) conducted a study to find the influence of gender and school climate on psychological hardiness among Indian adolescents. The results of the study revealed that the significant main effects of gender and school climate are dependent on each other to explain control, challenge and psychological hardiness among adolescents

Bartone (1989) considers hardiness as something more global than mere attitudes. He conceives of hardiness as a broad personality style or generalized mode of functioning that includes cognitive, emotional, and behavioural qualities. This generalized style of functioning, which incorporates commitment, control, and challenge, is believed to affect how one views oneself and interacts with the world around.

Objectives

- 1) To compare the personality of senior secondary school students studying in government and private schools.
- 2) To compare the psychological hardiness of senior secondary school students in government and private schools.
- 3) To compare the personality of senior secondary school students with regard to gender.
- 4) To compare the psychological hardiness of senior secondary school students with regard to gender.
- 5) To compare the personality of senior secondary school students in relation to their psychological hardiness.

Hypotheses

- 1) There will be no significant difference in the personality of senior secondary school students studying in government and private schools.
- 2) There will be no significant difference in the psychological hardiness of senior secondary school students in government and private schools.
- 3) There will be no significant difference in the personality of senior secondary school with regard to their gender.
- 4) There will be no significant difference in the psychological hardiness of senior secondary school students with regard to their gender.
- 5) There will be no significant difference in the personality of senior secondary school students in relation to their psychological hardiness.

Design of the Study

In the present study, descriptive survey method was employed to collect the data. Personality was dependent variable and psychological hardiness was independent variable.

Sample of the Study

Stratified random sampling technique was employed in the present study. The sample comprised of 200 students of class 11th of two senior secondary schools of Chandigarh. Out of these, 100 students were selected randomly from each government and private schools. Further 50 male and 50 female students were taken from each type of school i.e. government and private.

Tools of the Study

1. Eysenck's Personality Questionnaire-revised (E.P.Q.-R) by H.J. Eysenck and S.B.G. Eysenck (1980)
2. Scale of Psychological Hardiness by K.M. Nowack, (1990)

Statistical Technique

The obtained data was analyzed by employing t-test.

Results

Table-1: Mean Differentials with regard to the personality and psychological hardiness of students studying in Government and Private schools

Variable	Mean		S.D		t-value	Level of Significance
	Govt. School	Pvt. School	Govt. School	Pvt. School		
Psychoticism	9.87	9.14	2.01	1.89	0.78	Not Significant
Extrovert	10.84	11.02	2.14	2.83	1.08	Not Significant
Neuroticism	13.11	12.94	2.68	3.21	1.57	Not Significant
Personality (Total)	39.48	37.10	5.84	5.56	1.24	Not Significant
Psychological Hardiness	98.62	96.01	10.85	8.25	1.63	Not Significant

Table 1.shows that the 't' values between Government and Private schools was not significant in all the dimensions of personality viz. Psychoticism (t=0.78). Extrovert (t=1.08) and Neuroticism (t=1.57). It indicates that there was no significant difference in the Personality of adolescents studying in Government (M1=39.48) and Private (M2=37.10) schools. Similar type of results has been witnessed for psychological hardiness also. 't' value for psychological hardiness between Government and Private schools was not significant (t=1.63). It shows that hardiness level of government and private school students is almost same. Thus, hypotheses 1 and 2 stands accepted.

Table-2: Mean Differentials with regard to the personality and psychological hardiness of male and female students studying in Government and Private schools

Variable	Mean		S.D		t-value	Level of Significance
	Male	Female	Male	Female		
Psychoticism	10.77	6.26	2.59	1.25	3.49	0.01
Extrovert	14.28	9.84	3.62	2.02	4.17	0.01
Neuroticism	13.47	13.01	3.47	3.54	0.68	Not Significant
Personality (Total)	49.81	37.64	6.51	5.94	3.86	0.01
Psychological Hardiness	102.65	87.46	11.56	9.85	2.96	0.01

Table 2. shows that 't' values between male and female students studying in Government and Private schools were found highly significant in the areas of Psychoticism (t=3.49) and Extrovert (t=4.17) while it was found to be non-significant in the area of Neuroticism (t=0.68). It indicates that there was significant difference in the personality of male and female students. Further, the higher mean scores of male students with respect to personality indicate that they are more open about their personality as compared to female students. The mean differential with regard to hardiness level of male and female students was significant at .01 level (t=2.96). It further indicates that the male students(M=102.65) have higher level of psychological hardiness as compared to female students (M=87.46). Thus, hypotheses 3 and 4 stands rejected.

Table-3: Mean Differentials with regard to the personality of senior secondary students in relation to psychological hardiness

Areas of Personality	Mean		SD		t-value	Level of Significance
	High Hardy	Low Hardy	High Hardy	Low Hardy		
Psychoticism	11.25	7.02	3.55	2.94	3.68	Significant at 0.01 level
Extraversion	17.24	10.68	3.62	2.09	4.18	Significant at 0.01 level
Neuroticism	9.32	13.68	2.12	3.64	2.71	Significant at 0.01 level
Total	45.91	39.94	5.29	5.01	2.93	Significant at 0.01 level

Table 3. shows that the 't' values between the personality of students in relation to high and low score of psychological hardiness was found to be statistically significant in all the areas of Personality viz. Psychoticism (t=3.68), Extrovert (t=4.18), Neuroticism(t=2.71). It further shows that there was significant difference in the personality of senior secondary students in relation to high hardy (M1=45.91) and low hardy (M2=39.94). It further indicates that the personality of students with high and low level of psychological hardiness is differing significantly with respect to various dimensions of personality viz. Psychoticism, Extrovert and neuroticism. Thus, hypotheses 5 also stands rejected.

Discussion

The study revealed that there is a significant difference in the personality of students with regard to their gender and level of psychological hardiness. So, it is very important for parents and teachers to know the importance of psychological hardiness in the development of personality. Psychological hardiness among adolescents in the age

group of 17-18 years plays a very important role in their life and careers. It not only helps them cope with the

unnecessary stress and anxiety, but also help in making them aware of their responsibility. The study conducted by Jagpreet (2010) also supported the results by showing positive relationship between psychological hardiness and gender. The appropriate curriculum activities should be introduced in schools by educational administrators and planners to enhance the level of hardiness in order to decrease the stress among students. Group activities and team work should be organised among students which develop the feeling of co-operation, acceptance and recognition of others and social skills.

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