

STUDY OF CHALLENGE AMONG ADOLESCENTS IN RELATION TO THEIR PERSONALITY TYPES

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ABSTRACT

The present study examines the level of challenge among adolescents in relation to their personality types. The sample of the study comprised of 100 eleventh class students (50 boys and 50 girls) studying in government and private schools of Chandigarh. The major findings of the study revealed that male adolescents and private school students have better level of challenge as compared to their counterparts. Further, there is significant difference in the personality of male and female adolescents. Challenge is not significantly correlated with any dimension of personality.

Keywords : Challenge, Personality, Psychological Hardiness, Adolescence.

Introduction

Challenge is the ability to view all the situations as potentially positive with successful outcomes. Individuals who experience low levels of challenge often perceive any given situation as a threat to their well-being. Hardy people see change in their lives as a challenge, not a threat. They enjoy facing challenges in their work and lives. Change is seen by them as an incentive for further growth and is responded to by accepting the unexpected, exploring the environment and discovering which resources to approach and use when needed.

Challenge is one of the major factors affecting gross psychological hardiness which represents a tendency to involve oneself in whatever one is doing or encounters. In gross psychological hardiness variable, there exist two more sub variables, viz. control and commitment. Control is described as a "Tendency to feel and act as if one is influential in the face of the varied contingencies of life". Commitment involves one's feelings towards work, family, social encounters, and self. Those with a sense of commitment experience a sense of purpose within themselves and in what they do; they perceive themselves to be a vital and active participant in their own lives. Hardiness operates as a stress buffer as well as has direct influence on health, so hardiness, is usually conceptualized as a cognitive personality variable consisting of a sense of commitment, control and challenge (Westman, 1990).

The main aim of human life is awareness of self and surroundings. This aim can be fulfilled only by proper understanding of the individual and his abilities and aptitudes. Knowledge of one's own personality is very important aspect in this endeavour.

Personality is all that a

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person is. It is totally of his being and includes his physical, mental, imaginations, instincts; thoughts and sentiments constitute his personality. Psychologists are different from each other in terms of the meaning of 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). Allport (1961) defined Personality as a dynamic organization within the individual of those psychology physical systems that determine his unique adjustment to the environment.

Personalities are formed in the early years, before the age of eleven, some say before the age of seven. During the formative years, one of the major factors influencing the formation of the children's personalities is parenting. The foundation of personality of the children lies in the womb of family. Family is regarded as nursery of socialization. In this age of heightened competition, adolescents are encircled with tension, stress and anxiety. Some can deal with this stressful situation easily while some cannot. It all depends upon their personality traits as well as on the level of psychological hardiness which help them in handling these situations. Sharma (1991) found in his study that the effect of frequencies of knowledge of results, level of challenge and achievement have positive impact on personality. Results showed that extrovert neurotic males performed better in challenging tasks than all other conditions of personality.

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.

Kusum (2010) studied the effect of personality of 12th grade students on their achievement with the objective to find out whether high and low achievers differ significantly on extroversion-introversion, neuroticism, psychoticism by taking a sample of 200 students from ten randomly selected secondary schools located at Delhi and found that high achievers were more extrovert than the low achievers; there was significant difference between high and low achievers on neuroticism and high achievers were more neurotic than low achievers; both high and low achievers were psychotic averagely but low achievers were more psychotic than the high achievers.

Rajvir (2012) conducted a study on frustration tolerance among 200 adolescents in relation to their personality traits and found that there exists positive relationship between their personality traits and frustration tolerance.

Objectives

1. To compare the level of challenge of adolescents studying in government and private schools.
2. To compare the personality types of adolescents studying in government and private schools.
3. To compare the level of challenge of adolescents with regard to gender.
4. To compare the personality types of adolescents with regard to gender.
5. To study the relationship between challenge and personality types of adolescents.

Hypotheses

1. There will be no significant difference in the level of challenge of adolescents studying in government and private schools.
2. There will be no significant difference in the personality types of adolescents studying in government and private schools.
3. There will be no significant difference in the level of challenge of adolescents with regard to gender.
4. There will be no significant difference in the personality types of adolescents with regard to gender.
5. There will be no significant relationship between challenge and personality types of adolescents.

Design of the study

In the present study, descriptive survey method was employed to collect the data. Challenge was dependent variable and a personality type was an independent variable.

Sample of the study

Stratified random sampling technique was employed in the present study. The sample comprised of 100 students of class 11th of two senior secondary schools of Chandigarh. Out of these, 50 students were selected randomly from each government and private schools. Further 25 male and 25 female students were taken from each type of school i.e. government and private.

Tools of the study

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

Statistical technique

The obtained data was analysed by employing t-test and correlation.

Results and Discussion

Table-1: Mean Differentials with regard to the level of challenge and personality types of adolescents studying in Government and Private schools

Variable	Mean		S.D		t-value	Level of Significance
	Govt.	Pvt.	Govt.	Pvt.		
Challenge	18.11	29.33	11.03	7.19	3.88	0.01
Psychoticism	6.11	7.26	2.67	1.81	0.91	Not Significant
Extrovert	9.88	10.36	2.17	3.14	0.83	Not Significant
Neuroticism	11.36	13.82	2.03	3.89	1.25	Not Significant
Personality (Total)	33.65	37.89	5.03	5.87	1.38	Not Significant

Table 1 shows that the 't' value for challenge between Government and Private schools was statistically significant at 0.01 level of significance ($t=3.88$). It further shows that level of challenge of private school students ($M=29.33$) is higher than the students of government school ($M=18.11$). Thus, hypotheses 1 stands rejected.

Calculated 't' values between Government and Private schools was not significant in all the dimensions of personality viz. Psychoticism ($t=0.91$), Extrovert ($t=0.83$) and Neuroticism ($t=1.25$). It indicates that there was no significant difference in the personality of adolescents studying in Government ($M=33.65$) and Private ($M=37.89$) schools. Thus, hypotheses 2 stands accepted.

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

Variable	Mean		S.D		t-value	Level of Significance
	Male	Female	Male	Female		
Challenge	33.67	21.81	6.52	8.29	4.32	0.01
Psychoticism	8.23	5.32	2.02	1.42	3.01	0.01
Extrovert	12.36	10.58	3.56	2.91	3.96	0.01
Neuroticism	11.02	12.3	2.56	2.41	0.91	Not Significant
Personality (Total)	42.76	33.64	5.91	6.28	4.19	0.01

Table 2 shows the mean differential with regard to the level of challenge among male and female adolescents was significant at .01 level ($t=4.32$). It further indicates that the male adolescents ($M=33.67$) have higher level of challenge as compared to female adolescents ($M=21.81$). Thus, hypotheses 3 stands rejected.

't' values between male and female adolescents studying in Government and Private schools were found highly significant in the areas of Psychoticism ($t=3.01$) and Extrovert ($t=3.96$) while it was found to be non-significant in the area of Neuroticism ($t=0.91$). It indicates that there was significant difference in the Personality of male and female adolescents. Further, the higher mean scores of male adolescents with respect to personality indicate that they are more open about their personality as compared to female adolescents. Thus, hypotheses 4 also stands rejected.

Table-3: Correlation between challenge and personality types

Variable	Psychoticism	Extrovert	Neuroticism
Challenge	-0.19	0.29	0.11
Level of Significance	Not Significant	Not Significant	Not Significant

Table 3 reveals that correlation between challenge and psychoticism is -0.19, which is negative but not significant. Whereas the correlation between challenge and extrovert and challenge and Neuroticism is 0.29 and 0.11 respectively, which is positive but not significant. Thus, hypotheses 5 stands accepted.

Educational Implications

The present study shows that private school students have better level of challenge as compared to govt. school students. So govt. school authorities should provide opportunities to their students to develop appropriate level of challenge among them. Male students are better in taking challenging tasks and are more open about their personality. Parents and teachers should create suitable atmosphere and provide them guidance for developing capacity to take challenge positively. Appropriate training should be given to the students so that they may indulge themselves in understanding their personality in a healthier way and thus handle level of challenge suitably. Parents should be impartial in giving opportunities to their children irrespective of their gender so that scope of development of wholesome personality is increased.

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