



RELATIONSHIP BETWEEN STRESS AND PERSONALITY OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The purpose of this research is to find out the relationship between stress and personality of higher secondary students. In order to study the problem, the survey method was used to collect the data. The population of the present investigation is all the higher secondary students studying in Sankarankovil taluk. From the population, 300 students were randomly selected as the sample for the study. The finding reveals that the level of stress and personality of higher secondary students are found to be moderate with regard to gender. The research also reveals that the male students are having high stress than female students and there is no significant relationship between stress and personality of higher secondary students.

KEYWORDS : Stress, Personality, Higher secondary students

Introduction

Human beings have various biological, Psychological and Social needs. When these needs are not promptly and easily satisfied by them an individual faces conditions of stress. Moreover human life has to face the reality of stress. Stress is a part of our everyday life. The modern world which is said to be a world of competition and achievement is also a world of stress. Stress in children and teenagers are just as prevalent as in adults. Negligence of parents, high expectations in academic or other performances, abused childhood, growing up tensions and demand for familial responsibility etc. are the main causes of childhood and teen stress (Akbar Hussain, Ashutosh Kumar, & Abid Husain 2008). Stress refers to the consequences of the human respond in appropriately to the emotions (mind) and physical movements (body). Stress refers to a condition in which state of mind and body is not stable. It is a mild irritable state of server problems that might result in the breakdown of health in stress body is unable to function normally. Positive Stress is experienced when a stressor leads to an improvement in your overall performance and productivity. But the negative stress leads to the poor performance and it affects the productivity of the person. Negative stress is usually the outcome of a poor attitude towards a stressor (being reactive), poor time management practices, and failing to prioritise one's activities. Sometimes, traumatic events can also lead to the experience of negative stress^[1]. The level of stress may influence the personality of the person. Generally, personality can be defined as the quality that marks off any one member of a group as being different from any other member of the same group. Personality can also be viewed as an organized human whole who acts towards the fulfilment of purpose. It is the sum total of all tendencies that an individual has inherited and of those that he/she has acquired by experience (Sudhakar, 2015). Hence, personality and stress are the important factor for adolescent students for their successful and peaceful life.

Need and significance of the study

In the present era the phenomenon of stress is common for all our complex modern society has greatly increased the amount of stress among Adolescents. The age of higher secondary school students belongs to adolescence period. Adolescence represents high risk period in human life cycle and hence requires special attention by everyone involved in physical and mental health. Some stress in a student helps that student focus better on their task at hand and this leads to achievement in life and prosperity in society while too much stress causes the student to go into a state of overload. Students need to learn what the cause of their stress is and they need to learn how to neutralize it. Stress experienced by adolescents comes from pressure outside themselves, such as family, friends, school, external, teachers and socio-economic status, but also within themselves which is a personal factor. Now-a-days "A stress free life" is not possible. All can be done is to reduce it to a reasonable

level even to the level where it can play a positive role rather than adversely affect our health and abilities. All the students are stressful at some time or the other. The intensity may differ from person. A certain amount induces enthusiasm and learning becomes better, but too much of stress impedes a student's achievements and affects his health and personality traits. Personality is a trait of someone thought and interaction. According to Merriam Webster "personality is the set of emotional qualities, ways of behaving, etc. that makes a person different from other people"^[2]. Personality is determined by the consistent behavior of an individual. Personality development not only makes you look good and presentable but also helps you face the world with a smile. Personality development goes a long way in reducing stress and conflicts. It encourages individuals to look at the brighter sides of life. Face even the worst situations with a smile. Personality development helps the students to develop a positive attitude in life. An individual with a negative attitude finds a problem in every situation. Rather than cribbing and criticizing people around, analyze the whole situation and try to find an appropriate solution for the same. In this context it is imperative to assess the relationship between stress and personality of higher secondary students.

Objectives of the study

The researcher has framed the following objectives for the present study.

1. To find out the level of stress and personality of higher secondary students.
2. To find whether there is any significant difference between male and female higher secondary students in their stress and personality.
3. To find whether there is any significant relationship between stress and personality of higher secondary students.

Hypotheses

1. There is no significant difference between male and female higher secondary students in their stress and personality.
2. There is no significant relationship between stress and personality of higher secondary students.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used the standard tool of 'Big Five Personality Trait Inventory' comprises of 60 items which was developed by Costa and McCrea in the year 1992 and "Stress scale" comprises of 50 questions, which was developed and validated by Supriya (investigator) and Anandaraj (Research supervisor) in 2016. The investigator has selected the sample by random sampling technique for the present study. It comprises of 300 higher secondary students studying in Sankarankovil taluk. The data were analysed using Mean, Standard Deviation, 't' test and Pearson

product moment correlation.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

Table 1: level of stress and personality of higher secondary students with regard to gender

Variable	Stress						Personality					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	16	10.8	99	66.9	33	22.3	19	12.8	107	72.3	22	14.9
Female	26	17.1	108	71.1	18	11.8	31	20.4	103	67.8	18	11.8

It is inferred from the above table that 10.8% of male higher secondary students have low, 66.9% of them have moderate and 22.3% of them have high level of stress. 17.1% of female higher secondary students have low, 71.1% of them have moderate and 11.8% of them have high level of stress.

12.8% of male higher secondary students have low, 72.3% of them have moderate and 14.9% of them have high level of personality. 20.4% of female higher secondary students have low, 67.8% of them have moderate and 11.8% of them high level of personality.

Ho1: There is no significant difference between male and female higher secondary students in their stress and personality.

Table 2: Difference between male and female higher secondary students in their stress and personality

Variable	Group	Number	Mean	SD	't' Value	Remarks
Stress	Male	148	114.31	17.20	2.354	S
	Female	152	109.86	15.50		
Personality	Male	148	118.30	13.57	1.870	NS
	Female	152	115.19	15.19		

(at 5% level of significance the table value of 't' is 1.96, S- Significant, NS- Not Significant)

It is inferred from the above table that there is significant difference between male and female higher secondary students in their stress. But, there is no significant difference between male and female higher secondary students in their personality.

Ho2: There is no significant relationship between stress and personality of higher secondary students.

Table 3: Relationship between stress and personality of higher secondary students

Variables	N	Calculated 'r' value	Remarks
Stress and Personality	300	0.0139	NS

(at 5% level of significance, the table value of 'r' is 0.115, NS- Not Significant)

It is inferred from the above table that there is no significant relationship between stress and personality of higher secondary students.

Findings of the study

The major findings derived from the study are:

1. The level of stress and personality of male and female higher secondary students are found to be moderate.
2. There is significant difference between male and female higher secondary students in their stress. The male students are having high stress than the female students.
3. There is no significant difference between male and female higher secondary students in their personality.
4. There is no significant relationship between stress and personality of higher secondary school students.

Conclusion

The paper attempted to deal with an important issue of stress in adolescent students. It also has identified personality traits in student life. It is essential for adolescent student to behave well with people around. Personality development plays an essential role in their personal lives. Personality development helps an individual to inculcate positive qualities like punctuality, flexible attitude, willingness to learn, friendly nature, eagerness to help others and so on. Personality development helps the adolescents to differentiate the personal and professional life. It is really essential to keep a balance between both the lives to lead a peaceful and stress free life [3]. Maximum students face more stress at home, schools and community. So it is necessary to provide the good physical, psychological and environmental facilities to the students by parents, teachers, community and government for the removal of their stress.

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