



A STUDY OF PERSONALITY OF ADOLESCENTS IN RELATION TO COMMITMENT

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Abstract

The present study examines the personality of adolescents in relation to commitment. 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 adolescents. Further, adolescents with high level of commitment have better personality as compared to their counterparts. But, there was no significant difference in the personality and commitment level with regard to type of school.

Keywords: *Personality, Psychological Hardiness, adolescence, Commitment*



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INTRODUCTION

A man is born just like any other animal being but he gradually transforms into a human being by acquiring knowledge and thus by being educated. With the progress of time one learns how to interact with one's own surroundings. This aim can be fulfilled only by proper understanding of the individual and his abilities and aptitudes. 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 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).

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. Parenting style is one of the important component of the family system. Parenting is the greatest responsibility. It involves careful attention to the need of the child in order to ensure that he has a complete and all round development. 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.

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. Commitment 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 challenge. 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." 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).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

OBJECTIVES

1. To compare the personality of adolescents studying in government and private schools.
2. To compare the commitment of adolescents studying in government and private schools.
3. To compare the personality of adolescents with regard to gender.
4. To compare the commitment of adolescents with regard to gender.
5. To compare the personality of adolescents in relation to commitment.

HYPOTHESES

1. There will be no significant difference in the personality of adolescents studying in Government and Private schools.
2. There will be no significant difference in the commitment of adolescents studying in Government and Private schools.
3. There will be no significant difference in the personality of adolescents with regard to gender.
4. There will be no significant difference in the commitment of adolescents with regard to gender.
5. There will be no significant difference in the personality of adolescents in relation to commitment.

DESIGN OF THE STUDY

In the present study, descriptive survey method was employed to collect the data. Personality was dependent variable and commitment was an 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) for calculating personality score.
2. Scale of Psychological Hardiness by K.M. Nowack, (1990) for calculating commitment score.

STATISTICAL TECHNIQUE

The obtained data was analysed by employing t-test.

RESULTS AND DISCUSSION

Table-1: Mean Differentials with regard to the personality and commitment of adolescents 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
Commitment	35.65	31.58	8.21	7.36	1.72	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 the variable commitment also. 't' value for commitment between Government and Private schools was not significant (t=1.72). It shows that commitment level of government and private school adolescents is almost same. Thus, hypotheses 1 and 2 stands accepted.

Table-2: Mean Differentials with regard to the personality and commitment 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
Commitment	36.12	24.91	8.21	7.35	2.99	0.01

Table 2. shows that ‘t’ values between male and female adolescents 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 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. The mean differential with regard to commitment level of male and female adolescents was significant at .01 level (t=2.99). It further indicates that the male adolescents (M=36.12) have higher level of commitment as compared to female adolescents (M=241.91). Thus, hypotheses 3 and 4 stands rejected.

Table-3: Mean Differentials with regard to the personality of adolescents in relation to commitment

Dependent Variable	Sub-Independent Variables	Mean	Mean	SD	SD	t-value	Level of Significance
		High C	Low C	High C	Low C		
Personality	Psychoticism	6.12	3.78	3.50	2.48	3.05	0.01
	Extrovert	10.25	6.52	3.02	2.89	3.81	0.01
	Neuroticism	5.62	9.82	2.27	3.43	2.94	0.01
	Personality (Total)	23.10	18.32	4.21	3.94	3.10	0.01

Table 3. shows that the ‘t’ values between the personality of adolescents in relation to high and low score of commitment was found to be statistically significant in all the areas of Personality viz. Psychoticism (t=3.05), Extrovert (t=3.81), Neuroticism(t=2.94). It shows that there was significant difference in the personality of adolescents in relation to high (M1=23.10) and low score (M2=18.32) on commitment. It further indicates that the

personality of adolescents with high and low level of commitment is differing significantly with respect to various dimension of personality viz. Psychoticism, Extrovert and neuroticism. Thus, hypotheses 5 also stands rejected.

EDUCATIONAL IMPLICATIONS

The study revealed that there is a significant difference in the personality of adolescents with regard to their gender and level of commitment. So, it is very important for parents and teachers to know the importance of psychological hardiness and its role in increasing the commitment level of the students. 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. So, efforts should be made by the teachers and the parents of the students to increase their emotional maturity. They may channelize an adolescent's energy into constructive dimension, so they should act as the facilitators for them in helping them in handling such situations by providing them appropriate atmosphere. It is useful for providing guidance to the students to increase their level of hardiness in order to deal with stress efficiently. 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, social attitude, independence, tolerance, acceptance of others, self-confidence and responsibilities.

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