

# PERSONALITY TRAITS IN RELATION TO EXAMINATION STRESS, MENTAL CONFLICTS OF HIGHER SECONDARY SCHOOL STUDENTS IN ARIYALUR DISTRICT

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## ABSTRACT

Our particular interest is in the possible benefits of high Personality traits and corresponding costs of low subjective happiness. This is not only possible theoretical perspective, but it is the one that has characterized the Personality traits movement indeed our own initial interest is subjective happiness. Does high subjective happiness make life better? Should parents, teachers or anybody others seek to boost subjective happiness, whenever possible? High subjective happiness may be the result of doing well in school. People high in . subjective happiness regard themselves as better liked and more popular than others, but most of these advantages exist mainly in their minds, and objective data generally fail to confirm them.

Personality traits are positively related in this study. If the stuđents are high in Personality traits, then they will be having mental conflicts. It is how that the education should make tangible contributions to help the child to accept all that has happened in his part because these experiences have become a part and parcel of the life of the child. Healthy educational process includes programmers which give the child possibility of self-confidence, self expression, self realization, and thus possibility of receiving guidance and counseling and encouragement. Mental conflicts are a process in which the personality is continuously striving for greater sense of emotional health both intra-physically and intra personally. The following are some of the major recommendations to implicate mental conflicts. Educators and administrators should bring about awareness among students to give more importance to develop emotional matured feelings. Parent's motivation is necessary to develop emotional maturity of students through guiding, stimulating and encouraging. Emotional development programmers and seminars can to be arranged in class rooms.

## INTRODUCTION

Personality disorders often lack distinguishable characteristics related to an individual's behavior or mannerism. They can be interpreted as life. However, if a person is exhibiting abnormal personality

characteristic on a regular basis, without any presence of extraordinary pressure in their day to day existence, the characteristics can be indicative personality disorder.

An individual's personality takes shape over the course of life. The average person experiment with a multitude of behaviors and expressed characteristics, until they arrive at a predictable pattern personality expression A personality disorder, describes consistent behavior by a person that indicates that they have made a poor adjustment to the adaptation of normal, socially acceptable behaviors. These patterns of behavior can result in functional impairment and distressing alienation from normal society.

The perception an individual with antisocial personality has of society leans toward a dark view, that there is little kindness or social order to be found in day to day life. They believe that aggression and manipulation are skills one needs to succeed in this world. Individual with this disorder are quick to argue, quickly to anger, and have a need to exert control over their environment and the people in it. These individuals often create a personal appearance of congeniality, that masks their mistrust of others and lack of concern for the welfare of other people. When antisocial people are brought into a counseling environment with others, they learn that other people share their experiences, difficulties, and frustrations. The art of sharing their experiences with others helps them to find social acceptance. This coupled with an increased responsibility for their actions are major steps on the road to recovery for those with antisocial behavior disorder. People with avoidant personality disorder are very uncomfortable with the notion of developing relationships with others. An avoidant is usually shy, quiet and unassuming. They have anxiety around others and have trouble asserting themselves in group settings. They usually have very low self-esteem, which creates a self concept that they are unworthy of being accepted and admired by others.

People afflicted with borderline personality disorder experience a pattern of instability of self-image, interpersonal relationships and mood. Someone with borderline personality experiences mood swings and can alternately exhibit hostile behaviors or withdraw into sullen, depressed states of mind. Their relationships are marked by inconsistency, because the sufferer swings between an over idealized viewpoint of the situation at hand, or they undervalue the significance of the relationships or people in their lives. In the case of the borderline personality, stress can trigger dysphoria, a combination of anxiety, depression, and anger that can rapidly intensify. The borderlines unconventional behavior is a result of their effort to relieve the inner state of distress that is symptomatic of dysphoria.

Individuals with dependent personality disorder cling to those they have relationships with, and subordinate themselves to the people they have relationship with, and subordinate themselves to the people they are involved with. They need instruction from their relationship partners, on even actions and behaviors as individualistic and basic as how to dress, groom themselves, communicate, and their choice of hobbies,

interests, and other friends. They also need constant reassurance that their actions are appropriate and acceptable.

Dependent people usually arrange their lives in way that their lives in a way that their decisions are made for them by parents, spouses, bosses, or friends. They even tend to choose careers that fit into the employment choice recommendations of others. Having excessive dependence on others limits these individuals when it comes time to express their opinion or show initiative.

Individuals with histrionic personality disorder have an acute deep seated need to gain approval from others. They display an insincere and excessive emotionality and their friendships are short lived in duration. Friends distance themselves from the histrionic person, because they tire of the conceited and manipulative behavior of the person suffering from the disorder.

The histrionic person often has a faulty self-image. They can consider themselves generous and trustworthy when the opposite is true. Their income self-concept is related in many cases to an upbringing characterized by parental physical abuse and emotional neglect. The individual learns to perform for the benefit of others in an effort to win their attention and approval. In the meantime they lose their true sense of self.

The Narcissistic person exemplifies another personality disorder, characterized by the manipulation of others by insincere behaviors intended to win acceptance of praise. The disorder differs from the histrionic in that rather than appearing warm and sociable, the individual evokes a cold and aloof social presence.

They tend to have delusions of grandeur which they incorporate into their self-concept. While maintaining this exaggerated self-concept, they anticipate a public reception appropriate to this deluded sense of personal status. Sometimes the narcissistic person is merely someone who has been hurt in past relationships, and has need to maintain a self-generating form of self-love. This self-love may be necessary because of a lack of love based relationships in their lives. However, an individual needs to embrace a true self-concept and a high level of unconditional self-love in order to avoid a semblance of narcissistic behavior in the eyes of someone mental health care providers.

Family relationship is a key factor to develop individual's personality. If the home relation is not conducive to the students naturally personality deviation will be accepted. The sample taken for this study government higher secondary school student. In this scenario the investigators has made an attempt to study the influence of family relationship on their personality disorder.

## THE CONCEPT OF PERSONALITY

Woodworth (1958) defines personality as the total quality of an individual's behavior as it is revealed in his habits of thought and expression, his attitudes and interest, his manner of acting and his personal philosophy of life. Hilgard defines personality, as the configuration of individual characteristics and ways of behaving which describes as individuals unique adjustment to his environment. Freedom (1918) defines personality as the product of the dynamic and characteristic organization within the individual of psycho-biological structures of systems and their interaction with the environment". An often quoted definition of personality calls it the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment. Allport (1937). Developing further, he proposed that trait model of personality for the first, time. According to Cattle (1961) "Personality is concerned with all the behavior of the individual both overt and under the skin". Trait formulations have provided a prevalent vehicle for psychologist's attempts to describe individual differences and to incorporate person variables in the prediction of human behavior. That is the assumption that personality can be construed as a set of central traits or relatively enduring behavior predispositions, has largely structured traditional non-psychodynamic personality theory, measurement and research.

Jung attempted to classify human beings on two behavior dimensions: extrovert and introvert. His typology is widely known and is most influential among professional workers. The major characteristics of the two types are as follows:

### **i. INTROVERT**

A person who tends to withdraw into himself, especially, when faced by emotional conflicts and stress in his environment. Introvert individual is shy, avoids people and enjoys to be alone. Scientists and philosophers may be termed as introvert.

### **ii. EXTROVERT**

In contrast to the introvert type, extrovert person's orientation is towards the external world. He deals people intelligently in social situations. He is conventional, outgoing, social, friendly, and free from worries. Social workers, politicians, business executive may be types as extrovert. These two broad categories have been further classified on the basis of rational and irrational process.

This classification has been criticized on the ground that in general, the different types of classes as suggested by Jung do not exist. On the basis of typical characteristics prescribed for the extrovert and introvert, most of us may belong to both categories at different times and any may be called ambivert. This introduces a complication and hence the type approach does not give a clear classification or description of personality.

## OBJECTIVES OF THE STUDY

1. To find out the significant difference between boys and girls of Higher Secondary School Students on their personality disorders.
2. To find out the significant difference between personality disorders and Family Relationship of Higher Secondary School Students.
3. To find out the significant difference between boys and girls of Higher Secondary School Students belonging to nuclear and joint family on their personality disorders.
4. To find out the significant difference between the students belonging to nuclear and joint family on their Family Relationship.
5. To find out the significant difference on the personality disorders of Higher Secondary School Students based on their mother occupation.
6. To find out the significant difference on the family Relationship of Higher Secondary School Students based on their mother occupation.
7. To find out the significant difference of personality disorders among Higher Secondary School Students based on their parental income.
8. To find out the significant difference of Family Relationship among Higher Secondary School Students based on their parental income.
9. To find out the significant difference on the type of personal disorders of Higher Secondary School Students based on the father's occupations.
10. To find out the significant difference on the type of Family Relationship of Higher Secondary School Students based on the their Father's occupation.
11. To find out the significant relationship between home relation and personality disorders of Higher Secondary School Students.

## TOOLS AND TECHNIQUES

To test the hypotheses the following tools have been used.

1. Index of family Relations by Walter W.Hudson
2. Multiphasic Personality Questionnaire by H.N.Murthy

## SAMPLE OF THE STUDY

The present study is mainly concerned with Xith and Xiith standard students in school of Ariyalur District in Tamilnadu: For the present study, A sample of 300 students of Xith and Xith standard studying in Ariyalur, Ariyalur District is Tamilnadu during the Academic year 2012 2013 had been considered.

## CONCLUSION

Our particular interest is in the possible benefits of high Personality traits and corresponding costs of low subjective happiness. This is not only possible theoretical perspective, but it is the one that has characterized the Personality traits movement indeed our own initial interest is subjective happiness. Does high subjective happiness make life better? Should parents, teachers or anybody others seek to boost subjective happiness, whenever possible? High subjective happiness may be the result of doing well in school. People high in . subjective happiness regard themselves as better liked and more popular than others, but most of these advantages exist mainly in their minds, and objective data generally fail to confirm them.

Personality traits are positively related in this study. If the stułents are high in Personality traits, then they will be having mental conflicts. It is how that the education should make tangible contributions to help the child to accept all that has happened in his part because these experiences have become a part and parcel of the life of the child. Healthy educational process includes programmers which give the child possibility of self-confidence, self expression, self realization, and thus possibility of receiving guidance and counseling and encouragement. Mental conflicts are a process in which the personality is continuously striving for greater sense of emotional health both intra-physically and intra personally. The following are some of the major recommendations to implicate mental conflicts.

Educators and administrators should bring about awareness among students to give more importance to develop emotional matured feelings. Parent's motivation is necessary to develop emotional maturity of students through guiding, stimulating and encouraging. Emotional development programmers and seminars can be arranged in class rooms.

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