DIFFERENTIAL PERSONALITY TRAITS OF THE STUDENTS POSSESSING STRESS IN RELATION TO SOCIO-ECONOMIC STATUS AND SEX

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Abstract

A trait refers to a characteristic that differs from person to person in relatively permanent and consistent way. An individual’s personality is his unique pattern of traits. A trait is any distinguishable relatively enduring way in which one individual differ from another. Personality is a synthetic unity of all mental features and functions in their interplay. There are many obstacles and barriers, both personal and environmental, they may interface in peaceful living of the individual. Such obstacles place adjustment demands or stress on the individual. The term ‘Stress’ is used for describing a situation in which a person feels in conflict with and threatened beyond his capacity and expresses his emotional and physiological reactions to such situations. The study was designed with the following specific objectives 1. To identify students who are prone to high and low stress, 2. To study the effect of stress when different personality traits will be taken as dependent variables, 3. To study the sex differences at different levels of stress and socio-economic status when 14 personality factors will be taken as dependent variables, 4. To find out double and triple interactional effects when different personality traits will be taken as dependent variables. The following tools were decided to be used 1. Stress inventory by Dr. Abha Rani Bisth (Almora), 2. Socio-economic status scale by S. Jalota, R.N Pandey, D.D Kapoor and R.N. Singh (Modified version of P. Darshan), 3. 14 P.F by R.B. Cattel (Adopted Version by S.D Kapoor).

Keywords: Personality Trait; Stress; Socio-Economic Status; Sex
Introduction

Today everyone is in stress whether one acknowledges it or not. It is also right that sometimes stress becomes such a part of life that stress is exceeding its effect or not, one is never certain of it. It is again the stress, which is the root cause of all bitterness, disease and sickness of individuals and of the society. Stress can have its many manifestations. It can be due to the parents attitude, children’s attitude, teacher’s attitude colleagues attitudes etc. It does not matter that to be in stress one requires such a person who is very close or otherwise. One individual can be in stress for a number of times in a day / month or year and the amount of stress also varies.

Stress is the process of adjusting to circumstances that disrupt or threaten to disrupt a person’s equilibrium. The word stress is used in at least two different ways. First it is defined as a state of psychological upset or disequilibrium in the human being caused by frustration, conflicts, anxiety and other internal as well as external strain and pressures. WHAT TO DO? WHAT NOT TO DO? HOW TO DO? WHERE TO GO? Such questions which one is expected to act or behaves. In more serious conditions of the stress, the individual teaches a part where the physical processes are seriously affected, the mental process are confused and the emotional state in chaotic. In the second case, stress is regarded as a close stimulus, which threatens an individual in some way and they cause disturbances in his behaviour. Stress is the factor or cause that leads to mal-adaptation and disorganization of the behaviour. A human life that was completely force of stress would be pretty dulls, but excess of stress can take a toll. There is no denying the fact that every person is unique in his or her thinking, reasoning and responding to particular situations and attitude towards the worldly things situations, circumstances events etc. The burning topic of individual differences has always remained the source of controversy that depends upon as the problem of helping the individuals and enabling them to lead constructive lives which they are capable of. Keeping the above urgencies in view, the investigator has undertaken the responsibility of finding out the differential personality traits of the students possessing high stress and low stress in relation to socio-economic status and sex.

A survey of related literature reveals that notable study have been conducted by Selye, C.S Hall and G. Lindzey, P.E. Vernon, R. Stranger, Muroy, H.J. Eysenck, G.W. Allport, R.B. Cattall. But hardly any research study has been conducted on the present subject.

OBJECTIVES
1. To identify students who are prone to high and low stress.
2. To study the effect of stress when different personality traits will be taken as dependent variables.
3. To study the sex differences at different levels of stress and socio-economic status when 14 personality factors will be taken as dependent variables.
4. To find out double and triple interactional effects when different personality traits will be taken as dependent variables.

DELIMITATIONS
To study was delimited with respect to its area, design, methodology, sample, tools and techniques employed for the investigation. Some of these are mentioned below:
1. The investigation was confined to the school level (higher secondary classes) only.
2. The present study was limited to the Jammu province only.
3. The data was only collected by students ranging between the age group of 14 to 15 years were selected on random basis.
4. Study of social determinants were limited to socio-economic status.
5. The measurement of personality traits was limited only to these traits, the measurement of which is possible through Jr. Sr. Hr. Sec. Personality Questionnaire (14 P.F).

DESIGN OF THE STUDY
SAMPLE
The sample of 50 male and 50 female students were randomly chosen from the 9th and 10th classes of each selected school from the three districts of Jammu Province viz. Jammu, Kathua and Udhampur.

TOOL USED
The following tools were decided to be used
1. Stress inventory by Dr. Abha Rani Bisth (Almora)
3. 14 P.F by R.B. Cattel (Adopted Version by S.D Kapoor)

DESCRIPTION OF THE PROCEDURE ADOPTED
The present study was conducted in four phases. Phase-I covered the identification of students possessing high and low stress. In the phase-II, the psychological tests viz. 14 P.F, by Cattel’s (adopted version by S.D Kapoor) was administered to all the students.
In the phase-III, the identified cases on the basis of stress inventory were further bifurcated on the basis of SES (HSES & LSES) and Sex (Male & Female). Since SES and Sex are very important factors, which affect the personality development of the child, it was very essential to make these variables as an independent variable. In the phase-IV, the classified data was tabulated and used for the calculations of (ANOVA) taking both psychological as well as sociological factors into consideration.

**STATISTICAL TECHNIQUES APPLIED**

In this study, the investigator decided to arrive at meaningful results by using the following statistical techniques.

1. Percentile Values – $P_{25}$ and $P_{75}$ were computed for dichotomizing the students into two categories viz. students possessing high and low stress.

2. Mean values were also calculated for the purpose of studying the differences between the mean scores of different categories of students.

3. Analysis of variance – The investigator has applied three way (2x2x2) Analysis of variance in order to reduce the physical manipulation of the variation and progressively more complex variables can be investigated with a minimum alteration of natural settings in which they exist.

The interpretations has been done on the basis of statistical results obtained after the computations. Table A showing summary of complete Analysis of variance for the 2x2x2 Factorial Experiment for all the 14 traits of personality.

**TABLE – A**

**SHOWING SUMMARY OF COMPLETE ANALYSIS OF VARIANCE FOR THE 2X2X2 FACTORIAL EXPERIMENT FOR ALL THE 14 TRAITS OF PERSONALITY**

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>Stress</th>
<th>Socio-Economic Status (SES)</th>
<th>Sex</th>
<th>Stress x SES</th>
<th>Stress x SEX</th>
<th>SES x SEX</th>
<th>SEX x Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserved Vs Outgoing</td>
<td>1.60</td>
<td>0.22</td>
<td>8.27*</td>
<td>0.06</td>
<td>0.37</td>
<td>1.57</td>
<td>3.42</td>
</tr>
<tr>
<td>Factor B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less Intelligent Vs More Intelligent</td>
<td>19.7*</td>
<td>14.8*</td>
<td>0.59</td>
<td>1.00</td>
<td>1.27</td>
<td>0.28</td>
<td>1.38</td>
</tr>
<tr>
<td>Factor C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affected by Feelings Vs Emotionally Stable</td>
<td>18.40*</td>
<td>13.80*</td>
<td>10.25*</td>
<td>0.58</td>
<td>3.30</td>
<td>1.15</td>
<td>1.62</td>
</tr>
<tr>
<td>Factor D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phlegmatic Vs Excitable</td>
<td>17.06*</td>
<td>15.65*</td>
<td>10.32*</td>
<td>1.38</td>
<td>3.28</td>
<td>0.68</td>
<td>1.42</td>
</tr>
</tbody>
</table>
CONCLUSION

- Students belonging to high and low SES don’t differ significantly on traits ‘A’, ‘F’, ‘G’, ‘I’, etc.
- Male and female students when compared together differ significantly on traits A, C, D, E, F, I, etc.
- This reveals that when stress & SES, Stress & Sex as well as SES & Sex taken jointly, their Joint effect has nothing to do on the dependent variables i.e. factors A, B, C, D, E, F, G, H, I, J, Q₁, Q₂, Q₃, Q₄.
- Triple interactional effect ‘A x B x C’ (Stress, SES & Sex) which is insignificant even at .05 level of confidence on traits A to Q₄. It reveals that when these variables are taken jointly, their joint effect has no impact on these dependent variables.

REFERENCES

7. Designed & Constructed by Ivan H. Scheier Ph.D. Test Editor. The institute for personality and ability testing and Raymond B. Cattell, Ph.D. Science Research Professor in Psy.