Personality Traits in Relation to Examination Stress, Mental Conflicts of Higher Secondary School Students in Thanjavur District

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1. INTRODUCTION

Personality disorders often lack distinguishable charateristics related to an individual's behaviour or mannerism. They can be interpeted as life. However, if a person is exshibiting abornal personality characteristic on a regular basis, without any presence of extraordinary pressure in their day to day existence, the characteritics can be indicative personality disorder.

An individual's personality takes shape over the course of life. The average person experiment with a multitude of behaviours and expressed characteristics, until they arrive at a predictable pattern personality expression A personality disorder, describes consistent behaviour by a person that indicates that they have made a poor adjustment to the adaptation of normal, society acceptable behaviours.

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 diorder 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 apperance of congeniality, that masks their mistrust of others and lack of concern for the welfare of other people. When antisocial people are bought 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 behaviour disorder. People with avoidant personality diorder 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 admirred by others.

People afflicted with borderline personality disorder experience a pattern of instability of self –image, interpersonal relationships and mood. Someone with borderline

2. REVIEW OF RELATED LITERATURE
2.1. INTRODUCTION

This chapter reviews the literature related to the theme of this research. With studies on various aspects of the theme pouring in at an incessant pace, the literature has grown manifold. This chapter present a comprehansive review of the literature especially on role stress, personality triats and mental health. The review covers both conceptual and empirical contributions to the subject of study. Literature has been reviewed under different sub sections.

2.2. STUDIES IN PERSONALITY TRAITS:

Tian, Lili, Siyi, Huebner, E.Scott (2019) The Big Two Personality Triats and Adolescents' Complete Mental Health: The Medation Role of perceived school stress based on Greenspoon and Salofske's (2001) dual –factor model of mental health, we defined adolescents' mental health as comprised of two ditinguishable factors:

Positive and negative mental health. We tested the direct relations between the Eysencks's (1967) Big Two personality traits(Extraversion and Neuroticism) and positive and negative mental health, and explored the mediaqtion effects of perceived school stress In accounting for the relations. Direct and indirect relations were estimated by using structural equation modeling with data from 1,009 chines adolescants in a 3-wave study. Results indicated that (a) adolescants' levels of neuroticism showed a positive relation to negative mental health and a negative relation to positive mental health, whereas levels of extraversion showed a negative mental health and a positive relation to positive mental health; and (b)adolescents' perceived school stress(PSS) mediated the relation between neuroticism and mental health but not the relation between extraversion and mental health. The findings suggest that school professionals should consider adolescents' personality traits and school-based stress when planning and delievering mental health services. The findings of the relations between extraversion and PSS are also discussed in light of the face culture in China. Impact and Implications: Consistent with prior work suggesting that extraversion is a mental-health –promoting factor. Whereas neuroticism is a risk factor, adolescents with high neuroticism were mor likely to perceive school stress, which, in turn, related to their mental health. Thus, when planning and delivering mental health services, school.

3. METHODOLOGY
3.1. INTRODUCTION
This chapter describes in details, the desigh of the study, nature and selection of sample vand a brief description of the tools of investigation. It also gives a discribes of the procedure adoped for the collection of data, for its scoring and classification and finally the proposed statistical treatment of the data for the hypotheses that were formulated are explained.

3.2. HYPOTHESES
➢ There is no significant difference between boys and girls of Higher Secondary School Students on their personality disorders.

➢ There is siginificant difference between personality disoders and family relationship of Higher Secondary school students

➢ There is no significant difference between boys and girls of higher secondary school student belonging to nuclear and joint family on their family relationship.

➢ There is significant difference on the personality disorders of Higher Secondary School student based on their mother's occupation.

➢ There is significant difference on the family relationship of the Higher secondary Schools Students based on their parental income.

➢ There is significant difference on the type of personality disorders of Higher Secondary Schools based on their father's occupations.

➢ There is significant difference on the type of fomily relationship of Higher Secondary School based on their father's occupation.

4. ANALYSIS AND INTERPRETATION OF DATA
4.1. INTRODUCTION
According to Gay (1976)

Analsis of the Data is important as any other Component of the Research Process .To develop the research plan, processing and analysis of data is necessary. It covers all the technical matters related to research work.

This chapter describes the analysis of data and testing of hypotheses that have been framed on the basis of objectives, using appropriate statistical techniques.

4.2. CLASSIFICATION OF STUDENTS BASED ON THE VARIEBLES OF THE STUDY
4.2.1. Subjective Happiness
Based on the scores of the subjective happiness, students are categorizedorized into three levels of subjective happiness viz., high, moderate and low, the details of which are shown in the following table.

TABLE- 4:01 showing the criteria of classifying the sample into three groups of subjective happiness

Groups	No. of students	Percentage
High	98	32.7
Moderate	165	55.0
Low	37	12.3
Total	300	100

From the above table, it is clear that the level of mental conflicts of higher secondary students is moderate in nature.

Hence Hypothesis I which states that "The level of Mental Conflicts of higher secondary students is moderate in nature" is accepted.

5. RETROSPECTS AND PROSPECTS
5.1. INTRODUCTION
In this chapter, a brief summary of the study stating the problem, the objectives and the hypothesis, the methodology and the major findings are presented. The educational implications of the study are they discussed, Suggesting a few areas for further research.

5.2. STATEMENT OF THE PROBLEM

The problem for the study is titled as follows: Personality Traits in Relation To Examination Stress, Mental Conflicts of Higher Secondary School.

5.3. OBJECTIVES OF THE STUDY

The following objectives had been set in the present study.

➢ To find the level of subjective happiness of higher secondary students.

➢ To identify the level of self acceptance of higher secondary students.

➢ To identify the level of emotional maturity of higher secondary students.

➢ To find whether the different categories of subjective happiness viz., high, moderate and low exhibit different leverrls of emotional maturity ie high, moderate and low among students studying at higher secondary level.

➢ To identify whether the different categories of self-accaptance ie high, moderate and low among the students studying at the higher secondary level.

➢ To investigate whether there is any significant difference between the mean scores of subjective happiness of students studying at the higher secondary level with respect to sex.

➢ Type of management of schools (Government/self financial)

➢ Type of schools(Boys/Co-education)

➢ Type of family (Nuclear/Joint)

➢ Ie., Birth order of the child (1st/2nd/3rd and above)

➢ Father's educational qualification (School level/illiterate/college level).

SAMPLE OF THE STUDY

The present study is mainly concerned with xith and xiith standard students in school of Thanjavur District in Tamilnadu: For the present study, A sample of 300 students of xith and xiith standard studying in Thanjavur, Thanjavur 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 posssible? 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 inb their minds, and objecive data generally fail to concern them.

Personality traits are positively related in this study. If the students arte 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 happenned 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 possiblity of receiving guidance and encouragement. Mental conflicts are a process in which the personality is continuously streving for greater sense of emotional health both intra-physically and intra personally. The following are some of the major recommendations to implicate mental conflicts.

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