

A study of Learning Stress in relation to various Personality traits.

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ABSTRACT

The present study has been done to see the relationship between learning stress and various personality traits. The objective of the present study was to compare learning stress among students with high and low level of personality traits. The researcher took the sample of 89 students of 11 class from aided schools of Allahabad city. Two tools Learning Stress Scale and Personality Inventory were used for data collection. For comparing learning stress among students with high and low levels of various personality traits, t-test was used. The results of the present study show that students who are confident, relaxed, independent and enthusiastic feel less learning stress than those who are apprehensive, tense, group dependent and lethargic. Results also show that students with high and low level of personality traits namely experimenting, emotionally stable, spiritual, adaptive, more inquisitive, affectionate, persistent, self-critical, supportive, assertive, forthright, divergent, dominant and conscientious have equal stress.

Stress is part of life no matter how wealthy, powerful, attractive, or happy people might be. However, stress may take different forms depending on the situation. Stress has become an important area of concern in academic circles. Many scholars in the field of behavioural science have carried out extensive research on stress and its outcomes

and concluded that it needed more attention (Agolla, 2009). The rising expectations of the parents in terms of academic performance usually put extra burden on children. If not dealt effectively, it may sometimes cause many physical or mental ailments. But learning stress is a result of challenges of learning situation and interaction between students personality and his efforts to meet the challenges. When students' aspirations are too high but his abilities, personality, interest, attitude, aptitude and capacities do not match with it, it develops stress.

Individuals differ dramatically in their response to a problem a stressor. Some people are born with a temperament that predisposes them to higher or lower levels of tolerance. Personality is "the main source of variation in the arousal of stress and its effects on human functioning because of the way an individual evaluates subjectively the personal significance of what is happening". Sarason and Sarason,(2005) found in his study that Personality variables moderate the effect of stress and burnout among students too, accounting for the fact that different people

may react differently to the same situation. Amanda et al (2013) conducted a study on academic major personality type and stress among college students, No difference in personality traits was found between different majors, stress correlated personality traits was found between different majors, stress correlated positively with neuroticism, correlated negatively with extraversion. Ebstrup et al (2011) used the Perceived Stress Scale and the NEO five-factor inventory to determine the relationship between different personality types and stress. The researchers found a positive correlation between neuroticism and stress but a moderate negative relationship between extraversion and stress. There was a moderate negative correlation between conscientiousness and stress. Carver et al (2010) explored if people with different personality types use different coping mechanisms. Extravert individuals are characterized as sociable, energetic, and assertive. Due to their sociability, extravert people tend to have stronger support systems in times of difficulty. They makes them often view stressful events as challenges.

Objective of the study- The objective of the study is

- To compare learning stress among students with high and low level of personality traits.

Hypotheses of the study- It was hypothesized that-s

- Students with high and low level of a personality trait do not differ significantly from one another on learning stress.

Methodology-

Sample- Secondary school students of aided schools of Allahabad city constitute the population for this study. 89 XI class students of two institutions have been taken as a sample.

Tools- Two tools has been used for data collection. for measuring learning stress among students, '**Learning Stress Scale**' developed by **K.S.Misra** has been used. For measuring personality of students '**Personality Inventory**' of **K.S.Misra** has been used.

Statistics used- For comparing learning stress among students with high and low levels of various personality traits, t-test has been used.

Result and discussion-

Table-1-

Mean, S.D., and t-ratio showing differences in learning stress among students with high and low level of various personality traits-

Sr.no	Personality traits	Groups	N	Mean	S.D.	t-ratio
1.	Experimenting vs Conventional	Low High	61 28	105.5246 93.8314	29.23161 31.61464	1.709
2.	Emotionally stable vs Excitable	Low High	54 35	104.3333 98.0000	27.73663 33.98010	.962
3.	Spiritual vs Materialist	Low High	54 35	101.2407 102.7701	32.87620 26.30375	.231
4.	Sociable vs Self-centered	Low High	46 43	103.5217 100.0465	26.95736 33.7754	.592
5.	Adaptive vs Rigid	Low High	48 41	100.3542 103.5854	30.5157 30.3669	.499
6.	Confident vs Apprehensive	Low High	47 42	109.2764 93.5237	32.20701 25.97582	2.52*
7.	More Inquisitive vs Less Inquisitive	Low High	48 41	104.1667 99.1220	32.64140 27.49745	.781
8.	Relaxed vs Tense	Low High	52 37	107.3846 94.0541	29.13704 30.61494	2.63*
9.	Affections vs Undemonstrative	Low High	51 38	106.9216 95.0263	29.13338 30.91617	1.856
10.	Self-critical vs Happy-go-lucky	Low High	46 43	101.4348 102.2791	31.10459 29.81317	.131
11.	Supportive vs Inhibitive	Low High	27 62	105.2963 100.3387	31.14212 30.08346	.707
12.	Independent vs Group Independent	Low High	57 32	109.4561 88.2813	29.84488 26.52720	3.339**
13.	Enthusiastic vs Lethargic	Low High	50 39	110.0600 91.3077	27.60095 30.71529	3.027**
14.	Assertive vs Humble	Low High	52 37	105.4615 96.7568	26.59313 34.63252	1.341
15.	Persistent vs casual	Low High	56 33	106.7143 93.5758	29.64377 30.08740	2.009
16.	Dominant vs Submissive	Low High	59 30	104.3390 96.9333	26.30760 36.97710	1.091
17.	Conscientious vs unscrupulous	Low High	52 37	101.3462 102.5405	26.58237 35.28266	.182
18.	More analytical vs Less Analytical	Low High	48 41	104.2292 99.0488	28.91457 32.01402	.802
19.	Forthright vs Crooked	Low High	52 37	103.8654 99.0000	32.26911 27.52070	.744



20.	Divergent vs Low	39	101.1795	31.73536	.181
	Convergent vs High	50	102.3600	28.79316	

***/** significant at .01/.001 level.**

Observation of table-1 reveals that the value of t-ratios (2.52 & 2.63) are significant at 0.01 level and the value of two t-ratios (3.339 & 3.327) are significant at 0.001 level. Thus the null hypotheses can be rejected with reference to four personality traits. It means that students with high and low level of four personality traits namely 'Confident vs Apprehensive', 'Relaxed vs Tense', 'Independent vs Group Dependent', and 'Enthusiastic vs Lethargic', differ significantly on learning stress. The table shows that mean scores for students with high and low independence are 88.2813 and 109.4561, the mean scores for students with high and low enthusiasm are 91.3077 and 110.0600, the mean scores for students with high and low confidence are 93.5237 and 109.2764, and the mean scores for high and low level of relaxation are 94.0541 and 107.346 respectively. The mean scores of students with low and high level of personality traits showed that as compared to students with low level of these personality traits feel more learning stress than those having high level of personality traits. It means confident, relaxed, independent and enthusiastic students feel less stress as compared to apprehensive, tense, group dependent and lethargic students. The table also reveals that rest of values of t-ratios are not significant at .05 level. Thus, the null hypothesis can be accepted with regard to 16 personality traits. It means that students with high and low level of personality traits namely (Experimenting, emotionally stable, spiritual, adaptive, more inquisitive, affectionate,

persistent, self-critical, supportive, assertive, forthright, divergent, dominant and conscientious have equal stress.

Confident students are flexible, self-motivated, intellectual, hard-worker, focused and self-managed, they are persistent, they go for their goal and don't give up when facing difficulties, they take the responsibilities for both success and failure. They are emotionally intelligent to deal with both classmates and teachers, They are able to discuss their problems with teachers, and they are always able to deal with the problems but apprehensive students are always anxious or fearful that something bad or unpleasant will happen, this thinking stops them to short out his queries in the classroom, they are unable to create something new, they always follow others, so it can be said that highly confident students feel less learning stress than apprehensive students. A student who is relaxed will be free from all type of tension and anxiety, his mind will be adaptable for innovative and creative ideas, but students who are tense, will always feel a type of pressure and anxiety, that make them unable to think freely and Students who are relaxed feel less stress than that of tense students. Independent students are free from outside control, and they are not a subject of other's authority. They take their decision themselves, they choose the stream of their career and work according to their interest. They work for their own satisfaction, their group or community is just a part of their life, they don't give anybody the right to decide the

path for them on the other side of the pole group dependent students are not self-motivated, they work in pressure, some time in pressure of parents or society or teachers or sometime in pressure of friends, they are not able to take their decision themselves, that's why they feel more learning stress than independent students. Enthusiastic students live life fully, they enjoy every moment living in present, radiating a lot of self-confidence. They know they are the valid part of universe and feel appreciated and guided, they are always active and full of energy in the classroom, so they understand things easily, these are the reason, many times when they feel some disappointed through their work, they are able to tackle with that, but lethargic students feel sleepy or fatigued and sluggish, they are unable to concentrate in the classroom fully, so they do not have good coordination with their teachers. These tendencies may be responsible for the result where we see that enthusiastic students feel less learning stress than lethargic students.

Conclusion- Studies of Ebstrup, J. et al (2011) shown a moderate negative correlation between conscientious and stress, but the results of the present study are contradictory to it, they show that students with high or low level of conscientiousness do not differ with each other on learning stress. Carver et al (2010) found a negative correlation between assertive trait of personality and learning stress, but the results do not support this too, highly assertive students do not differ from humble on learning stress. The results of the present study show that students who are confident, Relaxed, Independent and Enthusiastic feel less learning stress than the students who are apprehensive, tense, group dependent and

lethargic. Students with high and low level of remaining 16 personality traits do not differ with each other on learning stress. s

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