

## A STUDY ON PERSONALITY TRAITS OF ADOLESCENTS IN RELATION TO THEIR PROBLEM SOLVING ABILITY IN THANJAVUR EDUCATIONAL DISTRICT

**Dr. G. Sivakumar,**  
Assistant Professor in Education,  
Alagappa University,  
Karaikudi-03  
Tamil Nadu, India.  
sivamannai@gmail.com  
Orcid ID:0000-0001-8240-791X

**E. Dhanumalayan,**  
Assistant Professor in CS Education,  
Bon Secours College of Education,  
Thanjavur  
Tamil Nadu, India.

### Abstract

Education can play virtual role, the physical, psychological, intellectual and social factors not only for problem solving but also the influence the personality traits of these students. The students grow in personality traits relationship that will enable them to continue to the family, to the society the country and the world at large. So there is a need to study personality traits and problem solving ability of adolescents hence the investigator included had to study the relationship between personality traits and problem solving ability of adolescents. The investigator has selected simple random sampling technique and selected 150 adolescents in Thanjavur Educational District. Normative Survey method was adopted for the study. Personality traits of Adolescent and Problem Solving Ability scale used. Personality traits of a teacher are as important in selection as his or her cognitive ability. The key to the satisfied, successful and effective occupational and professional life is to have this personality traits most suited to one's profession, job or occupation.

**Key Words:** Personality traits, Adolescents, Problem Solving ability.

### **Introduction**

The success of any programme depends largely up on the effective way we work. The students get inspiration direction and meaning in almost all the activities from their teacher's. If the teacher is unable to do his part effectively then the teaching and consequently learning would not be successful. The functions of prospective teachers have been diverging and becoming more complex unless adolescents are committed to their profession they will not able to perform and involve themselves in their work and for this to happen a congenial atmosphere has to prevail in the institution.

The role of adolescent who were the future in nation building is imminent and thereby researcher is needed on the psychology of students when going through various literatures, the researcher's identities a research gap, in the study of personality traits of students. There by a research problem is evolved to study the Personality traits of Adolescent in Relation to their Problem Solving Ability in Thanjavur Educational District.

## Needfor the Study

The common element of all close relationship in personality traits and problem solving ability for the students whose age is more than 11 and below 18 adolescents, such personality traits refers to the ability to solve problems of created products, which are valued within one or more cultural settings. Hence garden believes that there is no general personality traits rather, problem solving ability he climbs that all human being have personality traits. This personality trait believes each individual.

Developing intimate is a developmental task that becomes on important source of satisfaction and growth as problem as a behavior that occurs in novel or difficult situations in which solution is not obtainable by the habitual method of applying concepts and principal derived from past experience in very similar situations. In the context of personality traits a problem is a situation in which there is no immediately standard or routine way of reaching a goal. A determination of the goal as the degree of difficulty we face are both important some problems such as those that arise between parents and children, teacher and students is the try to get along with one another may have personality traits context modern world is dynamic and increasingly personality traits context modern world is dynamic and increasingly personality traits and the major task of any society is to develop the problem solving ability of an individual and society.

Education can play virtual role, the physical, psychological, intellectual and social factors not only for problem solving but also the influence the personality traits of these students. The students grow in personality traits relationship that will enable them to continue to the family, to the society the country and the world at large. So there is a need to study personality traits and problem solving ability of adolescents hence the investigator included had to study the relationship between personality traits and problem solving ability of adolescents.

## Objectives of the Study

1. To find out the difference between male and female adolescents in their personality traits.
2. To find out the difference between rural and urban adolescents in their personality traits.
3. To find out the difference between girls and co-education adolescents in their personality traits.

## Hypothesis of the Study

1. There is no significant difference between male and female adolescents in their personality traits.
2. There is no significant difference between rural and urban adolescents in their personality traits.
3. There is no significant difference between girls and co-education adolescents in their personality traits.

## Limitation of the Study

Every research project has its own limitations. The following are the limitations of this investigation:

1. Only 150 samples are taken for the study
2. Owing to the constraint of time and money, only aged 11+ and below 18 adolescents were taken for this investigation.
3. The researcher has to choose only two variables such as personality traits and problem solving ability.
4. Owing to the constraint of time and money, only Thanjavur Educational District is taken for this study.

## Method of the Study

Normative Survey method was adopted for the study.

## Population and Sample

Population means the accurate and complete list of units. Draw representative units in list. The investigator has selected simple random sampling technique and selected 150 adolescents in Thanjavur Educational District. It represents the characteristics of the population.

## Instrumentation

Personality traits of Adolescent and Problem Solving Ability scale was designed by the investigator & corrected by Guide and the experts. The tool contained 69 items used.

## Analysis and Interpretation of Data

### Hypothesis – 1

There is no significant difference between male and female adolescents in their personality traits.

**Table 1 Table shows difference between male and female adolescents in their personality traits**

Category	N	Mean	Standard Deviation	't' Value	Remarks
Male	70	29.1143	3.5815	1.378	Not Significant
Female	80	29.9625	3.9537		

It is found from the above table the calculated 't' value (1.378) is less than the table value at 0.05 level of significance. Hence there is no significant difference between male and female adolescent in their personality traits. Therefore the null hypothesis is accepted. It is inferred that the mean score of female is slightly higher than that of the male students.

### Hypothesis – 2

There is no significant difference between rural and urban adolescents in their personality traits.

**Table 2 Table shows difference between rural and urban adolescents in their personality traits**

Category	N	Mean	Standard Deviation	't' -Value	Remarks
Rural	75	29.4667	3.8776	0.322	Not Significant
Urban	75	29.6667	3.7356		

It is found from the above table the calculated 't' value (0.322) is less than the table value at 0.05 level of significance. Hence there is no significant difference between rural and urban adolescents in there their personality traits. Therefore the null hypothesis is accepted. It is inferred that the mean score of urban is slightly higher than that of the rural adolescents.

### Hypothesis – 3

There is no significant difference between girls and co-education adolescents in their personality traits.

**Table 3 Table shows difference between girls and co-education adolescents in their personality traits**

Category	N	Mean	Standard Deviation	't' -Value	Remarks
Girls	10	32.4000	3.9215	2.373	Significant
Co-Education	140	29.3643	3.7189		

It is found from the above table the calculated 't' value (2.373) is less than the table value at 0.05 level of significance. Hence there is significant difference between girls and co-education adolescents in there their personality traits. Therefore the null hypothesis is rejected. It is inferred that the mean score of girls is slightly higher than that of the co-education adolescents.

### Findings of the Study

1. There is no significant difference between male and female adolescents in their personality traits at 0.05 level.
2. There is no significant difference between rural and urban adolescents in their personality traits at 0.05 level.
3. There is significant difference between girls and co-education adolescents in their personality traits at 0.05 level.

### Recommendations

The investigate sports the following recommendations enhancing problem solving skills.

1. Teachers must talk about how they deal with problems situation in their life.
2. Teacher must understand the individual difference of the children and accept uniqueness of each one.
3. Parents must provide conducive atmosphere at home for the students to express their problem solving strategies clearly without any fear.
4. Understand their capabilities and do not overload them with high-expectation understanding the pattern of the stage and very important handle them gently.

## Suggestions for Further Study

The following suggestions are made further research on this area.

1. The investigation may be expanding to some other factors such as school and college teachers and also college students.
2. The study is restricted to higher education level it may be under taken to study also
3. The present study is focused mainly on higher education level it may be undertaken lower and higher education students.
4. The present study is focused on major area for the researcher suggested to enquire exclusively in the reasoning and creative thinking of students.

## Conclusion

The personality traits of adolescents have long been known to influence the effectiveness of their teaching. Quality of personality traits must be taken into account in the selection of candidates for the teaching profession. The part that personality traits play in the effectiveness of the teacher has been left indecisive by recent quantitative studies and by attempts to measure and predict teaching success. Testimony by students and adults as to the qualities which they found most desirable in teachers may not be considered pertinent or relevant evidence as to the part that personality traits plays in the effectiveness' of the teacher has been left indecisive by recent quantitative studies and by attempts to measure and predict teaching success. Testimony by students and adolescents as to the qualities which they found most desirable in teachers may not be considered pertinent or relevant evidence as to the part that personality traits plays in the effectiveness' of the teacher has been left indecisive by recent quantitative studies and by attempts to measure and predict teaching success. Testimony by students and adults as to the qualities which they found most desirable in teachers may not be considered pertinent or relevant evidence as to the part that personality traits play in the effectiveness of the teacher. But at least these studies produce evidence to show that the personality traits of teachers have an educative influence.

The potential importance of teacher personality traits has long been of interest to education researchers. Most of the research on personality traits focuses on the type of people who enter the teaching profession, rather than their effectiveness, of the studies focusing, on personality traits of prospective teacher. Personality traits of a teacher are as important in selection as his or her cognitive ability. The key to the satisfied, successful and effective occupational and professional life is to have this personality traits most suited to one's profession, job or occupation. Specifically, teaching as novel and innovative profession demands certain personality traits to be essential for efficacy and quality performance.

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