

## FEATURES OF PERSONALITY STRUCTURE AND THE TEENAGE ATTITUDE TOWARDS SOCIETY

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### **Abstract:**

*The psychology of "ages" presents a complete picture of the evolution of the ontogenetical human being, an account on the bio-psycho-social development of each human in every cycle of life. This opportunity has become the initial impact in choosing the theme, the evaluation of personality rate at puberty and teen age.*

*In essence, our investigation has proposed to present a comparative study of several interrelated personalities, "two psychology ages": the late puberty and the medium teen age. We have put forth to synchnically evaluate the following features of personality: identity, emotional maturation, anxiety and the way of valuing the actual Romanian society. For the realization of this study we have applied to a number of 72 people between 14-18 years, students of the 8th ad 12th grade from Moise Nicoara High School Arad.*

**Key words:** *Adolescence, puberty, personality, identity, emotional maturation, anxiety*

In the sphere of our culture or the social political life, the term of personality is often used in order to appoint the except individuals. Personalities generate important changes in our culture and during the hole history of population. Studies dedicated to the history of culture and civilization, dictionaries, handbooks ssynthetize the input of personalities to the transformation of activities, the social alternations, to cultural innovation.

Psychology, similar to other arts, studies personality on a total delimited area. Without ignoring the biological component and the social dimension of the human being, it explicitly concerns with subjective aspects, mental process and their interrelated behaviour. The description, the explanation of these and the elaboration of the predictions based on the knowledge of the acutal conditions establish the centre of the scientific perspective in which psychology integrates

the human being as a personality. Psychology applies to the human being that has come to its socio-cultural development the personality attribute towards the following synthesis (Filimon, 2004):

- Relative autonomy in relations with his background. The autonomy expresses the capacity of self-attendance, self-administration, the maintenance of whole, of balance and identity.
- The capacity of anticipation and self-control.
- The active integration in community, the assimilation of values and the living according to the community, the development in interpersonal relations.
- The accomplishment of several activities included in the repertory of the society
- Being aware of the proper existence in unity with the process of conceding the reality, the elaboration of the mental pattern of self and of the world.
- Transforming intervention upon the environment and the own self.

These qualities can be identified in any culture, but in different forms. For example, in each culture there are parental activities of work or creation, but it scores significant differences in the style of growth and nursing of children, in the types of professions and occupations, in the attitudes towards work, in the dispelling and hierarchy of values. The construction and the perception of the human's relations in his social life emphasizes the autonomy and the independence of self in the west cultures or the interaction and the interdependence in non-west cultures (Berry et al, 1992; Triandis 1994; Kitayama, Markus 1995).

The attribute of personality is achieved by the end of the teen age or in the phase of passing from childhood to maturity. In the traditional cultures there are periods of final initiation through consecrational rituals of the beginning of a new stage.

Uttering what personality is, operating on the logical rigors of definitions, would implicate either an accountance of the numerous attempts of elaboration of the specific theoretical perspectives, or a selection of definitions upon debatable criterions. None of these ways of presenting is not according to the objectives mentioned in the beginning. In consequence, we will insist on the common elements from the definitions of personality analyzed in the series of reference. The most important are: consistence versus change, distinction versus similarity, public versus intimacy, standard versus outlandish.

In essence, the aim of this investigation is to offer an evidence, on one hand, if and in what measure the variety of age can induce changes in the entire structure of the tested personality, while on the other it demonstrates if and in what measure the puberty age and that of teen age can influence the formation of different ways of "perception" and the valorization of the actual Romanian society.

**Objectives:**

- The evidence of a bond between the level of self esteem, the level of anxiety and the level of emotional maturity on the entire pattern of subjects.
- The interception and the measure of different significant between subjects aged between 14 and 15 and subjects aged between 18 and 19 regarding the self esteem, the level of emotional maturization and the level of anxiety.
- The interception of significant difference between the two categories of subjects ( in the puberty and teen age) on how they perceive the romanian society.
- The interception of several psycho-affective differences, between the two genres of the total sample referred to the level of emotional maturization, anxiety and self esteem.

**Hypothesis:**

- Anxiety as a feature is in conjunction with the level of emotional maturization and the affective dimension of personality (self-esteem) to the level of the studied sample.
- Between the sample of subjects aged 14-15 and subjects aged 18-19 presents significant differences in the level of self-esteem, anxiety level and emotional maturization.
- The attitude towards society of these two groups of subjects differs significantly.
- The variable of gender induces significant differences to the level of self esteem, anxiety and emotional maturization.

For the realization of these study we have applied for a number of 72 subjects aged between 14-18, students in 8th grade and 12th grade from Moise Nicoara High School in Arad. There have been used the following psychological assessments: questionnaire for the evaluation of the emotional maturization (Questionary Friedmann). The self-esteem scale (Scale Rosenberg), the schedule of anxiety S.T.A.I.- form (x-2). The semantic difference for the evaluation of attitude towards society.

**Results of examination**

After the statistic elaboration of dates, through the calculation of the interrelated coefficient (r=0.465) we have managed to approach the fact that in hypothesis 1 there is a significant bond between the level of self-esteem and anxiety (p=0.000), but proportional inverted: a high level of anxiety associated with a low level of a self esteem.

**Table no.1. The value of the interrelated coefficient between the level of self-esteem and the level of anxiety.**

Variable	The value of the interrelated	The significance	Freedom grade
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	coefficient		
Self-esteem	- .465	.000	70
Anxiety	- .465	.000	70

On the other hand, there has been also observed an inverted proportional bond

VARIABLE	GROUP	N	AVERAGE	STANDARD ABERRATION
Moral - imoral	Puberty	36	3.14	1.20
	Teenage	36	3.50	1.00
Just – Unjust	Puberty	36	3.56	1.16
	Teenage	36	4.17	.85
Encouraging – Discouraging	Puberty	36	3.25	.97
	Teenage	36	3.22	1.02
Respectable – Unrespectable	Puberty	36	3.56	1.21
	Teenage	36	3.44	1.00
Competition – cooperation	Puberty	36	2.67	1.26
	Teenage	36	2.56	1.08
Conservator - progressive	Puberty	36	2.83	1.28
	Teenage	36	2.28	1.06

between the level of anxiety and the level of emotional maturization ( $r = -.404$ ,  $p = .000$ ), which means that a high level of anxiety can be associated with a low level of emotional maturization.

**Tabel no.2. The value of the interrelated coefficient between the level of anxiety and the level of emotional maturization.**

Variable	The value of the interrelated coefficient	The significance	Freedom grade
Anxiety	- .404	.000	70
Emotional maturization	- .404	.000	70

Hypothesis no.2 enounced has not been confirmed, thus, after the statistic elaboration of dates, through the calculation of test t for independent samples, it has been ascertained that between the subjects aged 14-15 and 18-19 there are no significant differences for the level of the three psychological interrelations.

Regarding self-esteem, between the two groups of subjects there are no significant differences, because both of them represent a high level of self-esteem, there aren't any differences in the level of anxiety and emotional maturization. Thus, if we look carefully at these results we can say that these two groups represent a medium level of anxiety and a low level of emotional maturization.

The attitude of the two groups towards the society in this study differs. Through this hypothesis no.3, we have been concerned with finding out the differences between these two groups in the way they perceive the romanian society.

**Table no.3–The average values and the standard aberration for the six categories of the doubled attributes.**

**Table no.4. The values of test t in the case of the six categories of doubled attributes**

VARIABLE	VALOAREA LUI T	GRADE DE LIBERTATE df	PRAGUL DE SEMNIFICAȚIE
Moral – imoral	-1.388	70	.170
Just- Unjust	-2.558	70	.013
Encouraging- Discouraging	.119	70	.906
Respectable- Unrespectable	.426	70	.672
Competition- Cooperation	.401	70	.690
Conservator - Progressive	2.010	70	.048

Pubertys and teenages manifest a different ways of perceiving and understanding of the modern society. Thus, regarding several doubled attributes it inserts major differences: for the just-unjust category, the teenagers go for an unjust society while the pubertys express their indecision, neutrality; regarding the category of encouraging-discouraging, teenagers perceive th society as being encouraging in a higher level than the pubertys do; regarding the category of respectable-unrespectable, puberties perceive the society as being unrespetable while teenagers adopt a neutral position; regarding traditionalism-nonconformism, we have come to the cobclusion that teenagers cosider the society as being nonconformist, while the puberties consider it as traditional.

There are no differences in the category of moral- imoral, this category stimulates competition and cooperation. Both groups plead for an imoral society, which breaks the rules and norms of a good morality and for a society which encourages competition rather than cooperation.

Hypothesis no. 4 - The variable of gender induces significant differences for the level of self-esteem anxiety and emotional maturization.

This hypothesis has been partially confirmed, thus, after the statistic elaboration of dates through the calculation of test t for the independent samples, we have come to the conclusion that between the group of girls and boys (whatever the age) there are significant differences for the self-esteem level and for the anxiety level. Girls present a lower level of self-esteem ( $m=29,03$ ) than the group of boys ( $m=46,56$ ). There aren't any differences between the two groups regarding the level of emotional maturization, both girls and boys present a low level of emotional maturization. ( $m= 18,16$ )

### Conclusions

The results of the study has not totally confirmed my hypothesis of work, similar to the actual preconceptions in the pedagogical practice or in the professional deontology of the academic teacher. On the other hand, the conclusions resulted from the evaluation of the hypothesis which demonstrated that, once again, the complexity of human personality, the evolution of many teenagers and puberties because of the behaviour which has been disturbed by a set of psychological factors but social also coming from the family background, school and group of friends.

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