

**ASSESSING PERSONAL EFFECTIVENESS AMONG ADOLESCENTS IN HIGH SCHOOL: AT JAIPUR CITY;
RAJASTHAN (INDIA)**

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ABSTRACT

Adolescence is a period of life that is time of transition between childhood to adulthood and maturity. Personal effectiveness is a branch of the self-help movement dealing with success, goals, and related concepts. The present study is done to find out the Personal effectiveness in high school adolescents. The sample for the investigation consisted of 120 adolescents studying in 9th and 10th class, inclusive both 60 boys and 60 girls. The sample was taken from Lai C.M. Public school of Jaipur city. Standardized tool was used to measure the variable Personal effectiveness scale (students) PE by Dr. UdaiPareek (1997). For analysis of data, mean, standard deviation, and t-test were computed. The results of the study revealed that, variable 'personal effectiveness' shows that mostly adolescents were secretive by nature. They do not like to share the ideas. Girls were more secretive than boys. On the other hand boys were high on self-disclosure, open to feedback and perceptiveness.

Key words: - Adolescents, Personal effectiveness, Perceptiveness, Self-disclosure.

INTRODUCTION

Developmentally, adolescents are expected to assert more and more control over their decisions and behaviours as they get older, particularly as they begin to participate in romantic relationships and other activities of which parents may not approve (Zimmer-Gembeck& Collins, 2003). Similarly, the methods that adolescents use to prevent parents from finding out private information should become more complex (and more successful) as adolescents get older and develop increasingly restrictive notions of their privacy (Bakken& Brown, 2010; Brown, Bakken, Nguyen,& VonBank, 2007). Personal effectiveness integrates some ideas from "the power of positive thinking" and positive psychology but in general it is distinct from the New Thought Movement. A primary differentiating factor is that Personal Effectiveness proponents generally take a more systematic approach including a number of factors besides simple positive thinking. Some proponents take an approach with similarities to business process management techniques. Others may take a holistic spiritual and physical wellness approach ([https://en.wikipedia.org/wiki/Personal_effectiveness,](https://en.wikipedia.org/wiki/Personal_effectiveness)).

OBJECTIVES OF THE STUDY

1. To examine various dimensions of Personal Effectiveness; in 120 high school adolescents.
2. To study various dimensions of Personal effectiveness in 60 high school boys.
3. To examine various dimensions of Personal effectiveness in 60 high school girls.
4. To study the gender difference in various dimensions of parent child relationship.

METHODOLOGY

1. STATEMENT OF THE PROBLEM

The present study aims at finding personal effectiveness in age group of 13 to 15 years in high school settings. Major focus of the present research work is to study the

- i) To examine various dimensions of Personal effectiveness.
- ii) To study the gender difference in various dimensions of Personal effectiveness.

2. LOCALE OF THE STUDY

The Study was conducted in the Lai. C. M. Vidhyapeeth school of Jaipur city of Rajasthan (India).

3. SAMPLE AND SAMPLING TECHNIQUES

For the purpose of present study a group of 120 adolescents (60 girls & 60 boys) studying in 9th and 10th standard were selected. In the next step, background information were collected from the respondents. Multistage random sampling technique were used for data collection.

4. DESCRIPTION OF TOOLS

One standardized tool that is Personal effectiveness scale (students) PE by Dr. Udai Pareek (1997). This scale gives personal effectiveness in term of self-disclosure, feedback and perceptiveness. One self-made background profile were used for the study.

5. STATISTICAL ANALYSIS

The data on the entire subject were compiled and transcribed on a master sheet. All the necessary calculations were done and then the data was analysed statistically. Percentage, Mean, Standard Deviation, t-test and were used for statistical analysis.

RESULT AND DISCUSSIONS

The findings of the study and relevant discussions and analysis are being presented in this section. The main purpose of the present study was to find the parent child relationship of high school adolescents, difference between boys and girls separately. The results and their relevant discussion are presented as per the statistical data.

Result 1. Shows Personal effectiveness with 120 high school adolescents.

Result 2. Shows Personal effectiveness with 60 high school boys.

Result 3. Shows Personal effectiveness with 60 high school boys.

Result 4. Shows the gender difference.

Result 1

Result 1 shows the descriptive statistics of the variable 'personal effectiveness' under study by analysing their mean and standard deviation.

Table 1
Mean and Standard Deviation of Personal effectiveness in 120 high school adolescents

Variable	Mean	Standard Deviation
Self-Disclosure	10.98	2.47
Openness	13.52	2.27
Perceptiveness	12.85	2.15

Table 1 indicates that the high school adolescents as a group. It was seen that adolescents were low on self-disclosure. The data shows that they were high on openness and perceptiveness. Therefore adolescents as a group can be termed as secretive; where as a gender difference can be seen in the various in the various two tables. It means that these adolescents were discrete in sharing their views, opinions and feelings. They were also perceptive in picking up reactions and feelings but they may not be expressing them in words.

Most studies have examined adolescents' secrecy with parents using global measures that do not distinguish the different activities that teens conceal or keep secret. In contrast, based on social domain theory (Smetana, 2006; Turiel, 2006), Smetana et al. (Smetana et al., 2006; Smetana, Villalobos, Tasopoulos-Chan, Gettman, & Campione-Barr, 2009) have investigated adolescents' disclosure and secrecy with parents regarding different types of activities, including prudential activities, personal activities, and peer activities, which overlap the prudential or conventional (social norms) and personal domains and thus were considered multifaceted. In keeping with Afifiet al. (2007), Smetana et al. (2009) found that primarily European American lower middle class adolescents did not share information about personal activities, and to some extent, multifaceted activities.

Result 2

Result 2 shows the descriptive statistics of the variable 'personal effectiveness' under study by analysing their mean and standard deviation.

Table 2
Mean and Standard Deviation of Personal effectiveness in 60 high school boys

Variable	Mean	Standard Deviation
Self-Disclosure	11.65	3.16
Openness	13.08	2.59
Perceptiveness	13.50	2.13

Table 2 shows that the boys of high school were high on self-disclosure, openness and perceptiveness. As seen in table 2, boys can be termed as effective, because they were high on self-disclosure, openness and perceptiveness. It means that these boys believed in sharing ideas, feelings, experiences, impressions, perceptions and various other personal data with others. In other words, openness is an important quality and contributes a great deal to a person's effectiveness. They also accepted and reflected on feedback given to them on opinions and feelings. They were perceptive in picking up reactions and feelings although may not be expressed in words.

Result 3

Result 3 shows the descriptive statistics of the variable 'personal effectiveness' under study by analysing their mean and standard deviation.

Table 3
Mean and Standard Deviation of Personal effectiveness in 60 high school girls

Variable	Mean	Standard Deviation
Self-Disclosure	10.41	2.11
Openness	13.96	4.82
Perceptiveness	12.20	1.99

Table 3 indicates that the girls of high school were low on self-disclosure, high on openness and perceptiveness. As seen in the table 3, girls can be termed as secretive because they were low on self-disclosure and high on openness and perceptiveness. The above data reveals that the girls chosen for the study, were discrete in sharing their views, opinions and feelings. But interestingly, it was also seen that they accepted and reflected on feedback given to them. They were also perceptive in picking up reaction and feelings, although they may not be expressed in words; which is coinciding with the fact that girls are secretive by nature.

Result 4

Result 4 shows the gender difference.

Table 4
Table showing t-value of personal effectiveness between two groups.

Variable	Subject	Mean	S. D.	t-Value	P- Value
Self-Disclosure	Boys	11.55	3.16	2.305	0.0.22*
	Girls	10.41	2.11		
Openness	Boys	13.08	2.59	2.155	0.033*
	Girls	13.96	4.82		
Perceptiveness	Boys	13.50	2.13	3.450	0.0001***
	Girls	12.20	1.99		

Table 4 indicates the differences between personal effectiveness of boys and girls of high school. As it can be seen in table that there is a significant difference on all three dimensions of personal effectiveness i.e. self-disclosure, openness, perceptiveness. This shows that boys were high on self-disclosure and perceptiveness as compared to the adolescent girls. And girls were high on openness to feedback as compared to the adolescents' boys.

There is significant difference between boys and girls as seen in table 4, boys can be termed as effective because they are high on self-disclosure openness and perceptiveness and girls can be termed as secretive because they were low on self-disclosure and high on openness and perceptiveness.

Based on research indicating that As rates of problem behaviour typically are higher among boys than girls (Loeber&Stouthamer-Loeber, 1998), we expected that boys would keep more secrets about bad behavior on a daily basis (and particularly on weekends) than would girls, because they have more to

hide. The findings from Smetana et al. (2006) led us to expect that boys would keep more secrets about personal (but not other) activities than would girls.

DISCUSSIONS

Adolescence is a phase separate from both early childhood and adulthood. Adolescents in this study actively avoided talking to others about many of the details of their life, for example, peer relationships and activities with friends. They rationalised their censorship in various ways.

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