A Comparative Study of Personality traits, Internalizing, Externalizing Variables between the Muslim and Tribal adolescents in Manipur

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Abstract

The aim of the present study is to do a comparative study of the personality traits i.e., Neuroticism, extraversion, openness, conscientiousness, agreeableness and internalizing and externalizing variables i.e., generalized anxiety disorder, post traumatic stress, depression, eating disturbance, suicide, interpersonal problems, conduct disorder, oppositional defiant disorder, substance abuse, anger violence proneness, academic problem between the Meitei, Muslim adolescents in Manipur. Sample include sixty for Meitei adolescents and sixty for Tribal adolescents are randomly selected from Manipur population i.e., sora, kakching,keirak, pallel. Personality traits are measured by NEO-FFI, and internalizing and externalizing variables are measured by APS-SF. The inclusion criteria used for sample selection was that age of students ranged from 12-19 years. Results of the present study are analyzed by mean, standard deviation and t-test. Results of the present study indicate that there is significance difference in oppositional defiant disorder and self concept between the two groups. However, it also indicates that there is no significance difference on conduct disorder, substance abuse, academic problem, and generalized anxiety disorder, depression, eating disturbance, suicide, anger violence proneness, posttraumatic stress disorder and interpersonal problems between the two groups. Results from the personality traits indicate that there is significance difference on neuroticism, extraversion, agreeableness, openness and conscientiousness between the two groups.

Keywords: Internalizing, Externalizing, Personality, Traits, Neuroticism, extraversion, Openness, conscientiousness, agreeableness.

Introduction:

Adolescence is commonly assumed to be a time of psychological and social turmoil precipitated by hormonal changes, sexual awakening, identity strains and tensions associated with changing relationships as teens seek increasing autonomy from institutions of former dependence, particularly family and religion. This stereotype was first noticeably promoted in the early 20th century by the influential adolescent psychologist Hall (1904) and has been reinforced since by the works of Blos (1984), Erikson (1968) and others. Anna Freud (1958:275) epitomized this adolescent “storm and stress” stereotype when she wrote that, “to be normal during the adolescent period is by itself abnormal. “These stressors, coupled with changing peer and family interactions, may lead in some cases to mental health problems, such as depression, suicidal thoughts, anxiety, interpersonal problems, and somatic complaints. It is important for their significance others to be aware of these problems and to recognize their symptoms since internalizing and externalizing problems during adolescence.

Why study the adolescent?

• We might study adolescence because it is a crucial period in the life span.
• As expressed by Eisenberg (1965), adolescence as a distinct developmental stage is critical in terms of its impact on a changing society as well as the effect it has on the development of the individual.
• The adolescent period:
The term “adolescence” is used to denote a period during which the growing persons makes the transition from childhood to adulthood. Adolescence may be viewed as beginning roughly when young people begin to show signs of puberty and continuing until most of them are sexually mature, have reached their maximum growth in height, and have approximately reached their full mental growth as measured by intelligence tests.

Goals of adolescent development:

- **The goals of adolescent development are determined to an important degree by the young person’s innate capacities and by the pattern of relationships that has developed within the family. Goals are determined also by the cultural demands placed on the individual. Cultures differ in the support given to adolescents and in the demands made on them (Mead, 1953).**

- **The basic changes that occur during adolescence spring mainly from the individual’s genetic endowment. The timing and course of these changes, and the stature of mind and body the young person eventually achieves, are determined to an important degree by heredity.**

- **Physical maturity: The most obvious outcomes of development in adolescence appear in physical stature and proportions and in primary and secondary sex characteristics.**

- **Progress toward mental maturity: Dramatic changes in cognitive development occur during adolescence. During this period the adolescent achieves or almost achieves full growth of the mental capacities that are measured by mathematical reasoning tests and tests of verbal ability. We say, “almost achieves” some people continue to “grow” mentally into their 20s and beyond in certain areas. (Schaie and La Bouvie-Vief, 1974). Some grow not only in knowledge and understanding, but also in verbal ability and ability to deal with symbols and abstraction after they have reached an age when we usually consider adolescence to be over.**

- **Progress toward emotional maturity: Another goal in adolescent development is to make some progress toward achieving emotional maturity. There are two aspects of maturity emotionally that are linked psychologically with physical maturity.**

- **Finding the self: Leta S. Hollingworth (book adolescence, 1928) viewed adolescence as a period when, more than at any other time of life, it is important for young people to establish convictions about their identity. More recently, Erikson (1959, 1968) has similarly emphasized that a principal task of adolescence is the achievement of what he calls ego identity.**

- **Ideas and attitudes pertaining to the self have been evolving since earliest childhood.**

- **The task of “finding the self” has many other facets. Not only is it essential that adolescents become concerned with viewing themselves as they are, but they must also be able to project themselves into the future. They are in a state of being and also as in a process of becoming. When adolescents are in the process of “self-discovery” they face many alternatives—at least in theory. According to Erikson (1965), in order to achieve integration of the ego the young person must “from all possible andimaginable relations, make a series of ever-narrowing selection of personal, occupational, sexual and ideological commitments (Erikson, 1963, p. 13).**

- **In the process of establishing an identity as a distinct self, many adolescents face questions about their origins and endowments.**

- **This aspect of finding the self may be very difficult for orphans, adopted children, and members of minority groups against whom there is prejudice.**

- **One important part of the adolescent’s establishment of an identity is to define and accept one’s sex role. Another aspect of finding the self is to begin to formulate, more or less clearly, a hierarchy of goals. Instead of being torn by a mess of inconsistent aspirations, it is important for adolescents to establish some degree of order in their aspirations for the future.**

- **Adolescents who are on the way to finding themselves have the rudiments of a philosophy of life. Adolescents who have the beginnings of a philosophy of life have principles of conduct, an inner guide, as it were. They will be puzzled, baffled, and bewildered at times, but they are not unscrupulous opportunists one day and passionate idealists the next; they do not constantly waver between moral responsibility and irresponsibility, even though they are likely to be doubtful at times and continue to face moral conflicts.**
Emancipation from parents: One of the tasks an adolescents faces in establishing an identity of his own is to outgrow dependency on his parents, to achieve what has been called emancipation from his parents. This frequently involves a struggle that is mixed rebellion. But when adolescents satisfactorily cross this hurdle, they will be capable of self-direction, without feeling a continuing need, as they grow older, either to depend on their parents or to defy them. Researchers like John and Colleagues’ (1994) found that externalizing problems are associated with low agreeableness and low conscientiousness; internalizing problems are associated with high neuroticism and low extraversion. In this study, boys with externalizing disorders were less agreeable, less conscientious, and more extraverted than non externalizing boys; boys with internalizing disorders were characterized by high neuroticism and low conscientiousness. The FFM may provide “a frame work within which to conduct research on the relation of individual differences to treatment outcomes,” a suggestion made by Costa and McCrae (1992), who also predicted that those low on E (i.e., extreme introverts) would be more likely to benefit from antidepressant medication than from psychotherapy.

Objectives of the study:
1. To study the personality traits differences of Muslim and tribal Adolescents in Manipur.
2. To study the internalizing and externalizing differences of Muslim and Tribal adolescents in Manipur.

Hypothesis of the study:
The hypotheses of the present research are as follows:
1. It is expected that there will be significant difference between Muslim and tribal adolescent on personality Traits.
2. It is expected that there will be significant difference between Muslim and Tribal adolescent on internalizing and externalizing variables.

Method
Participants:
For this study, a sample of 120 participants ranging age level 12-19 years old including male and female are randomly selected from Sora school, Keirak School, Pallel and Kakching.

Instrument:
Following tests were used in the study:
1. NEO-five factor inventory;
2. APS-SF

Brief description of the test is as follows:
NEO-five factor inventory: Paul T.Costa, Jr. and Robert R. McCrae,. developed this inventory. It measures five personality domain. Here the investigator used Form-s for the present study. This questionnaire(form-s) contains 60 statements. For each statement response, there is five answer keys, such as SD, strongly disagree, D, disagree, N, neutral, A, agree, and SA, strongly agree. The subjects have to choose one answer out of these five keys. The revised Neo-personality inventory is a concise measure of five major dimensions or domains. The Neo PI-R embodies a conceptual model is a measure of normal personality trait that has demonstrated its utility in both clinical and research settings. The five dimensions or domains are:1. Neuroticism; 2. Extroversion; 3. Openness; 4.Agreeableness; and 5.Conscientiousness

APS-SF:
The Adolescent Psychopathology Scale-Short Form (APS-SF) stems from the development of the Adolescent Psychopathology Scale (APS; Reynolds, 1998a). The Adolescent Psychopathology Scale-Short Form (APS-SF) is a multidimensional measure of psychopathology measure of psychopathology and personality characteristics designed for use
with adolescents’ age 12 to 19 years. The 115 items on the APS-SF are derived from the Adolescent Psychopathology scale (APS; Reynolds, 1998a), a 346-item measure of adolescent psychopathology and psychosocial problems. The items on the APS-SF directly evaluate specific symptoms of the Diagnostic and Statistical Manual of Mental disorders, fourth Edition (DSM-IV; American Psychiatric Association, 1994) clinical and personality disorders, as well as other psychological problems and behaviours that interfere with successful psychosocial adaptation and personal competence. The APS-SF is composed of 12 clinical and 2 validity scales.

The 12 clinical scales are:
- Conduct disorder (CND, 15 items)
- Oppositional Defiant disorder (OPD, 9 items)
- Substance abuse (SUB, 9 items)
- Anger/Violence Proneness (AVP, 14 items)
- Academic Problems (ADP, 9 items)
- Generalized Anxiety disorder (GAD, 11 items)
- Posttraumatic Stress disorder (PTS, 11 items)
- Major depression (DEP, 14 items)
- Eating disturbance (EAT, 8 items)
- Suicide (SUI, 6 items)
- Self-Concept (SCP, 9 items)
- Interpersonal problems (IPP, 11 items).

The 2 validity scales are:
- Defensiveness (DEF, 6 items)
- Consistency Response (CNR, 14 items).

Procedure:
The selected participants were administered tests of NEO-five factor inventory and APS-SF that measures internalizing and externalizing variables.

Scoring of Test:
Hand scoring was done by using prescribed scoring keys for NEO-FFI.
For APS-SF, computer scoring was done.

Statistical Analysis:
Data can be analyzed quantitatively through the use of SPSS package.

Result:
The result table for the present study is as follows:

Table-I
Personality traits of NEO-FFI of Muslim and Tribal adolescents on Mean, S.D., t-test and p-significance level.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Muslim M</th>
<th>S.D.</th>
<th>Tribal M</th>
<th>S.D.</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>24.60</td>
<td>6.33</td>
<td>26.80</td>
<td>4.13</td>
<td>-2.25</td>
<td>.026</td>
</tr>
<tr>
<td>O</td>
<td>20.81</td>
<td>4.63</td>
<td>22.30</td>
<td>4.17</td>
<td>-1.84</td>
<td>.068</td>
</tr>
<tr>
<td>C</td>
<td>27.28</td>
<td>5.38</td>
<td>26.05</td>
<td>4.66</td>
<td>1.34</td>
<td>.183</td>
</tr>
<tr>
<td>A</td>
<td>23.08</td>
<td>4.80</td>
<td>25.46</td>
<td>3.74</td>
<td>-3.03</td>
<td>.003</td>
</tr>
</tbody>
</table>

Table-II
Internalizing and externalizing variables of Muslim and Tribal on Mean, S.D., t-test and p-significance level.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Muslim M</th>
<th>S.D.</th>
<th>Tribal M</th>
<th>S.D.</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>CND</td>
<td>3.20</td>
<td>3.24</td>
<td>3.26</td>
<td>2.25</td>
<td>-1.31</td>
<td>n.s.</td>
</tr>
<tr>
<td>OPD</td>
<td>5.50</td>
<td>3.38</td>
<td>6.26</td>
<td>2.12</td>
<td>-1.48</td>
<td>.140</td>
</tr>
<tr>
<td>SUB</td>
<td>3.10</td>
<td>1.80</td>
<td>2.69</td>
<td>1.25</td>
<td>0.73</td>
<td>n.s.</td>
</tr>
<tr>
<td>AVP</td>
<td>6.93</td>
<td>3.67</td>
<td>7.53</td>
<td>3.15</td>
<td>-0.96</td>
<td>n.s.</td>
</tr>
<tr>
<td>ADP</td>
<td>6.25</td>
<td>3.36</td>
<td>6.68</td>
<td>2.71</td>
<td>-0.77</td>
<td>n.s.</td>
</tr>
<tr>
<td>GAD</td>
<td>8.91</td>
<td>4.21</td>
<td>9.03</td>
<td>3.09</td>
<td>-0.17</td>
<td>n.s.</td>
</tr>
<tr>
<td>PTS</td>
<td>8.51</td>
<td>2.89</td>
<td>7.78</td>
<td>2.70</td>
<td>1.43</td>
<td>n.s.</td>
</tr>
<tr>
<td>DEP</td>
<td>9.73</td>
<td>4.65</td>
<td>9.63</td>
<td>4.41</td>
<td>0.12</td>
<td>n.s.</td>
</tr>
</tbody>
</table>
Discussion:

The results shown in Table-I indicate that there were significance difference in Muslim and tribal on neuroticism, extraversion, openness, conscientiousness and agreeableness on mean, SD and t test. In the neuroticism, tribal adolescents have more mean value of 24.58 and Muslim adolescents have mean value of 22.71.It shows that tribal adolescents have more neuroticism than the Muslim adolescents. High value of Neuroticism means sensitive, emotional and prone to experience feelings that are upsetting according to the author of this NEO-FFI. In extraversion, the mean values of tribal adolescents have 26.80 and Muslim adolescents have mean value of 24.60 respectively. High value of extraversion means outgoing, active and high-spirited; prefer to be around people most of the time. In openness also, tribal adolescents have more mean value than the Muslim adolescent counterparts that is 22.30 and 20.81 respectively. High values in openness means open to new experiences, have broad interests and are very imaginative. In conscientiousness, Muslim adolescents have more mean value than the tribal adolescents’ counterparts that is 27.28 and 26.05 respectively. High conscientiousness means well organized, have high standards and always strive to achieve their goals. In agreeableness, tribal adolescents have more mean value than the Muslim counterparts that is 25.46 and 23.08 respectively. High on agreeableness means compassionate, good-natured and eager to cooperate and avoid conflicts. These result indicates that Muslim adolescents and tribal adolescents’ have different personality traits in the measurement of Big five personality. It means that tribal adolescents have more in neuroticism, extraversion, openness and agreeableness but in conscientiousness, their counterparts, Muslim adolescents have more in these personality traits. These interpretations are totally based on the manual of NEO-FFI. Table –II indicates both the internalizing and externalizing problems. In this study, externalising problems are conduct disorder (CND), oppositional defiant disorder (OPD), anger violence proneness (AVP), academic problem (ADP) and substance abuse (SUB). Internalizing problems are generalized anxiety disorder (GAD), post traumatic stress disorder (PTS), depression (DEP), suicide ideation (SUI), self concept (SCP), interpersonal problem (IPP) and eating disturbance (EAT). Comparison was done using Means and t-test. In the objective two internalizing and externalizing between the two groups. In externalizing problems OPD have significance difference between the two groups. It means that tribal adolescents have higher mean value than the Muslim adolescent counterparts that have mean value of 5.50. Oppositional defiant disorder evaluate a recurrent pattern of negativistic, defiant, disobedience and hostile behavior toward authority figure. Other remaining externalizing problems (i.e., CND, ADP, SUB, and AVP ) have no significance level between the two groups. Conduct disorder evaluate a range of antisocial behaviors like, stealing, fighting, lying, cruelty to animals, use of a weapon in a fight, destruction of property, noncompliance with rules at home and at school, trouble with police or school authorities, and other behavior problems. Academic problem (ADP) evaluates academic difficulties and learning related problems. Substance abuse (SUB) evaluates different classes of substances and directly assesses use of substances over the past six months. Anger violence proneness (AVP) evaluates general anger, hostility, overt and instrumental aggression toward others. It also assess engagement in fights and causing physical harm to others, using a weapon in a fight and destroying property and physical retribution toward those who may have offended one. In the internalizing problems Muslim adolescents and tribal adolescents have significance difference only on self concept (SCP). Here Muslim adolescents have higher mean value than the tribal adolescents that is 3.56 and 2.66 respectively. High on Self Concept indicates poor sense of self worth and self concept. Adolescents with elevated self concept report that most people do not like them and these individuals often denigrate themselves. Very high self concept scores may be associated with self-directed anger, pathologically.
low self concept, suicidal ideation and behavior and self injurious behavior. Other internalizing problems like GAD, PTS, DEP, SUI, IPP and EAT have no significance between the two groups. Generalized anxiety evaluates anxiety, worry, restlessness, fatigues, difficulty concentrating, irritability, body aches and difficulty falling asleep. Posttraumatic stress disorder evaluates symptoms associated with experiencing a traumatic event, cognitive and affective distress and increased arousal. Depression evaluates primary and secondary symptoms of major depressive disorder like emotional components of dysphoria; cognitive aspects such as suicidal ideation, low self worth and guilt; vegetative symptoms such as sleep difficulty, fatigue, loss of energy; somatic complaints of past two weeks. Suicidal ideation evaluates suicidal ideation and suicidal behaviours like wishing one had never been born, serious thoughts of killing oneself, and attempted suicide. Interpersonal problems evaluates interpersonal problems in relationships with others loneliness, lack of friends, social introversion, and a sense that things are going wrong in one’s life. Eating disturbance evaluates on cognitive fears, worry, and perceptions of being fat, along with binge eating, food regurgitation and negative response food. Eating disorders of anorexia nervosa (fear for gaining weight) and Bulimia Nervosa (excessive eating or lack of control overeating) represent serious psychopathology disorders that are many times more prevalent in females than males and often have their onset during adolescents. These are the information given by the manual of APS-SF. The investigator is in cooperating so that the readers can understand about the terms are using over here. Again the investigator interprets in the light of this information given by the APS-SF Manual and the investigator suggests to do highly qualitative study during adolescents period so that one can able to analyze those symptoms for a particular case. Here the investigator is trying to give a short cut information how can a pattern of different adolescents of different community are going on and how to one can deal with along with psychological understanding of the adolescent period.

Conclusion:

From the above study, the investigator found Muslim adolescents and tribal adolescents have different significance level as measured by big five personality. Here the investigator found the reflection of uniqueness between the two groups with regards to personality traits. In the internalizing and externalizing problem, they have similar problem except in oppositional defiant disorder, a measure of externalizing problem and self concept, a measure of internalizing problem. It indicates that during the adolescence period problems are encountered in similar way irrespective of their different community level. But in personality traits, they have reflected in different way. How such personality reflection does is more correlated in the internalizing and externalizing is a necessary step for the further study for the readers. But in my study level I did it earlier.

References: