



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

A Study On Personality And Adjustment Of Secondary School Students

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Abstract:

The present study attempts to know the role of personality in adjustment among students. The current study has been designed to find out the impact of personality on adjustment, interaction of personality and gender on adjustment and the relationship between personality and adjustment. A sample of 500 students has been taken from various government schools of Koppal (Karnataka). Finding suggests gender has significant impact on adjustment. There exists a negative relationship between introversion and adjustment of students. The same has been found true for males as well as females. It is clear that extrovert male students are better adjusted. In female group, coefficient of correlation between personality and total adjustment is negative and significant. All the relationships obtained are negative, indicating female extrovert are better adjusted.

Keyword: Personality, adjustment, students

1. Introduction

The psychology of personality is a very broad topic, to which people have taken diverse theoretical approaches. Personality is easy to observe but hard to pin down. According to Allport (1961) personality is the dynamic organization within the person of the psychological and physical systems that underlie that person's patterns of actions, thoughts, and feelings. What dynamics are assumed, however, and what systems are proposed to underlie those dynamics vary greatly across theoretical viewpoints. Personality psychology is partly about what makes everyone the same and partly about what makes people differ from each other. That is, personality theories are partly statements about human nature: assertions that people are

basically (for example) biological creatures, social creatures, self-protective, self-actualizing, or learning creatures. To understand the person, one has to adopt some view of the essence of human nature.

2. Personality:

Personality also concerns individual differences. Individual differences can be found on any dimension imaginable, but the so-called five-factor model (has been widely adopted as a consensual framework. The five factors are most commonly labeled extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience. In this view, these broad dimensions are key determinants of behavior, and the aggregation of information resulting from a person's placement on these dimensions gives a reasonably good snapshot of what that person is like. Each broad trait is composed of multiple facets, which provide a more nuanced picture. Broad adoption of the five factor model does not mean unanimity about it. There are staunch advocates of other frameworks, including two three-factor models, an alternative five-factor model, and a six-factor model (Ashton et al. 2004). Indeed, some important traits do not fit smoothly into the five-factor framework. For example, optimism has overtones of both extraversion and neuroticism, but does not quite fit either construct.

3. Adjustment:

Adjustment can be defined as a satisfactory relation of an organization to its environment (Symonds, 1946). This definition gives hinges on the meaning to the word satisfactory and various conceptions of adjustment hinges on the different conceptions of what constitutes a satisfactory relationship. Environment consists of all surrounding influences or forces which may influence an organism in its efforts toward maintenance. The environment may be threefold: the social, physical and the self. Adjustments may also be defined as adaptation to demands of reality. Adaption brings in a slightly new concept of the necessity of the organism to govern and mold itself in response to the conditions which it meet the demands of survival. In lower animals the capacity for adaptation is relatively inflexible; this necessitates the perfection of instinct which is required by a simpler organization in stable surroundings. On the other hand, just as man differs from other animals by his greater capacity for adaptation through learning or modification of his behaviour, so he also has inherent in his nature greater potentiality for consistency and conflict. It is this possibility for inconsistency which constitutes one of the gravest problems of adjustment that man has to face.

Each person constantly strives to meet his needs and reach his goals. At the same time, he is under pressure from the environment to behave in certain ways. Adjustment involves the reconciliation of person and environmental demands. Interaction means mutual bearing or influence. Every person is influenced by his surroundings. And each has some effect on the particular environmental setting of which he is part. The relative amount of influence varies from setting to setting and from time to time within a particular setting, sometimes an individual is more influenced than influential and sometimes it is the other way around. Environment refers to everything external to the person with which he is in some relation. In the study of adjustment, the unit of study is frequently a social group. For example, the individual is studied in relation to his family or to the people with whom he works. Information about adjustment often concerns an

individual's performance in a stressful situation. The focus may be upon a person about to take his parachute jump or major surgery. It may be upon a man struggling to find purposes and meaning in his life.

4. Review of literature

Some of the studies related to personality and adjustment are mentioned below:

- 1) **Miquelon, et al. (2005)** examined the perfectionism, academic motivation, and psychological adjustment: An integrative model. The purpose of this article was to propose and test an integrative model on the role of perfectionism, academic motivation and psychological adjustment difficulties in undergraduate students. The model posits that self-oriented perfectionism facilitates self-determined academic motivation, whereas socially prescribed perfectionism enhances non-self-determined academic motivation. In turn, self determined and non-self-determined academic motivations, respectively, lead to lower and higher levels of psychological adjustment difficulties. Results from two studies using structural equation modeling analyses provided support for the model. Ron, et al. (2005) examined adolescent personality types and subtypes and their psychosocial adjustment. In this article, it is searched for subtypes within each of the three main personality types. Using cluster analysis on the Big Five personality self-descriptions of 3,284 Dutch adolescent boys and girls, we distinguished communal and agentic resilient, vulnerable and achieving over controllers, and impulsive and oppositional under controllers.
- 2) **Rapson (2006)** examined the gender invariance of the five-factor model of personality among adolescents: A mean and covariance structure analysis approach. The results supported configural invariance. All the extraversion, conscientiousness, and emotional stability items, and all but one agreeableness item showed metric and scalar invariance. For openness, three items failed to show metric and scalar invariance. Apart from openness, all the other four latent factors showed invariance for latent variances. All the mean scores for the latent factors showed invariance. Overall, therefore, there was fairly good support for gender invariance for the five-factor model. Huntsinger, et al. (2006) examined a longitudinal investigation of personality and social adjustment among Chinese American and European American adolescents became more similar to each other over time through developmental and acculturative processes. Adolescents of both ethnicities increased in Extraversion and Independence. Despite this general trend, the Chinese American youth continued to report lower levels of Extraversion than European American youth. Extraversion and Anxiety predicted school grades for European Americans and psychological adjustment for Chinese Americans.
- 3) **Kuppens, et al. (2007)** studied individual differences in core affect variability and their relationship to personality and psychological adjustment. From these data, characteristics of participants' core affect trajectories were derived. Across both studies, core affect variability was negatively related to average valence, self-esteem, and agreeableness, and it was positively related to neuroticism and depression. Moreover, spin, a measure of how much people experienced qualitatively different feelings within the core affect space, was related more consistently to trait measures of adjustment and personality than other measures of within-person variability, including widely used measures of within-person single-dimension standard deviations. Warbaha, et al. (2007) examined the psychological distress, personality, and adjustment among nursing students. Thirty participants (20.7%) of the 145 students assessed reported high

scores on the General Health Questionnaire. Psychological distress was significantly associated with having neurotic personality and adjustment difficulties in different areas of functioning. Ward, et al. (2007) examined the personality and sojourner adjustment. An exploration of the Big Five and the cultural fit proposition Findings demonstrated that neuroticism and extraversion were related to psychological and sociocultural adaptation in both sojourning samples. Agreeableness and conscientiousness were also linked to psychological well-being in both samples and to sociocultural adaptation in the Singaporean sojourning group. There was no empirical support in either Singapore or Australia for the cultural fit proposition.

4) **Steel, et al. (2008)** have studied the relationship between personality and subjective well-being . Results indicate that different personality and subjective well-being (SWB) scales can be substantively different and that the relationship between the two is typically much larger (e.g., 4 times) than previous meta-analyses have indicated. Total SWB variance accounted for by personality can reach as high as 39% or 63% disattenuated. These results also speak to meta-analyses in general and the need to account for scale differences once a sufficient research base has been generated. Gwen, et al. (2008) examined the gender differences in patterns of association between prosocial behavior, personality, and externalizing problems. For girls, links between prosocial behavior and both aggression and delinquency were fully mediated by agreeableness and partially mediated by conscientiousness. For boys, prosocial behavior, agreeableness, and conscientiousness were independently and negatively associated with aggression and delinquency. The findings suggest that personality and prosocial behavior are uniquely related to boys' behavior problems but cannot be readily disentangled when it comes to girls' behavior problems.

5) **Amr (2010)** has studied the newcomers' personality traits: Influence on adjustment. The results suggest that conscientiousness is positively related to proximal adjustment indicators (task performance, group integration and apolitical knowledge); openness to experience is related to task performance; and group integration is independently related to agreeableness and extroversion. Overall, the results suggest that the Big Five are one of the key determinants of early entry newcomer adjustment. Charles and Jennifer (2010) have examined the personality and coping. Relations of traits to specific coping responses reveal a more nuanced picture. Several moderators of these associations also emerge: age, stressor severity, and temporal proximity between the coping activity and the coping report. Personality and coping play both independent and interactive roles in influencing physical and mental health.

5. Objectives:

There are following objectives of the current study.

1. To find out the impact of personality on adjustment.
2. To find out the impact of interaction of personality and gender on adjustment.
3. To find out the relationship between personality and adjustment.

6. Hypotheses:

1. Personality would have significant impact on adjustment.
2. Interaction of personality and gender would have significant impact on adjustment.
3. There would be positive relationship between extroversion and adjustment.

7. Research methodology

7.1. Sample:

The total sample is consisted of 500 high school students of both sex from different schools of Koppal (Karnataka). The age range of the student was 15 to 16 years.

7.2. Tools:

The following tools were used to obtain relevant data for the present study:-

- 1) **Introversi-on-Extroversi-on Test:** This personality test developed by M. C. Joshi. It measures extroversi-on introversi-on. It is consist of 50 items. There are choices to resopond to (+, ?, and -). The respondent has to tick mark the alternative with which he agrees. Score is obtained by adding 50 to the number of pluses and subtracting the number of minuses. Question marks are disregarded.
- 2) **Vyaktitva Parakh Prashnavali:** This inventory is constructed and developed by M.S.L. Saxena (1959). The inventory provides five separate measures of adjustment. (i) Element A: Home Adjustment (ii) Element B: Health Adjustment (iii) Element C: Social Adjustment (iv) Element D: Emotional Adjustment (v) Element E: School/College Adjustment. The inventory consists of 90 items, seeking responses in “Yes” “?” (doubtful) or “No”. These responses are obtained on an answer sheet and the test booklet can be reused. However there is no time limit but generally it was found 45 minutes are sufficient. There is stencil type of scoring keys are used. A high score indicates superior adjustment while low score means poor adjustment.

7.3. Statistical Analysis:

The responses to various tests were scores according to the directions set in the manuals of the test and with the help of scoring keys. Means were computed for the difference sets of data. t-test was applied to test of the significance of mean difference between male and female students. Coefficient of correlation (r) was calculated to ascertain relationship between personality and adjustment. Analysis of Variance treatment was given to dependent variable to assess the impact of gender and personality on adjustment.

8. Results and discussion:

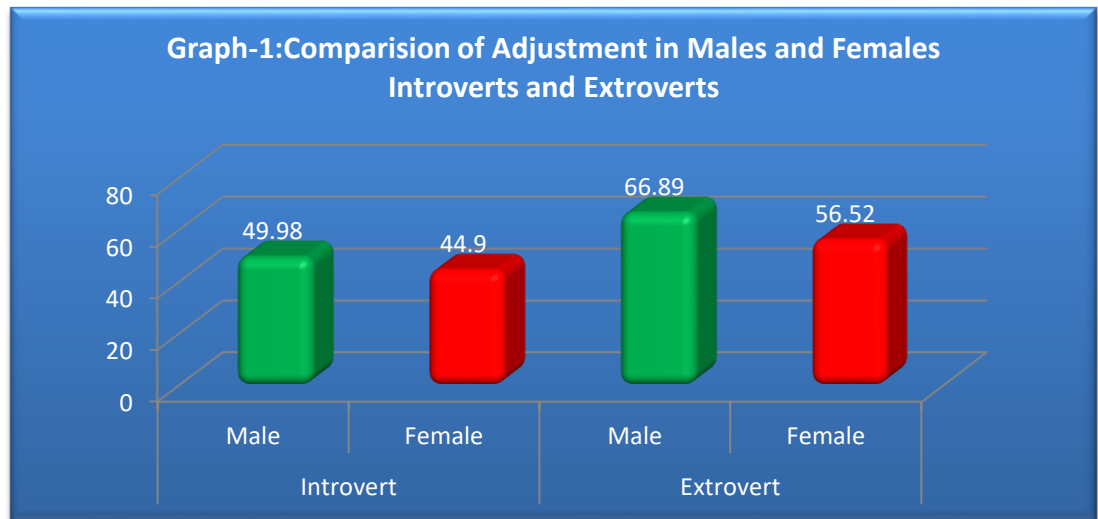
- 1) **Objective-1: To find out the impact of personality on adjustment.**

Table 1: Showing Adjustment in Males and Females Introversi-ons and Extroversi-ons

Groups	Introvert		Extrovert	
	Male	Female	Male	Female
Mean	49.98	44.90	66.89	56.52
SD	15.10	15.01	11.67	16.23
N	42	38	41	37

In present study an attempt is made to find out the impact of gender and personality on adjustment of high school students. From the table 1 it is clear that gender has its significant impact on adjustment of students. Mean values indicate that males are better adjusted than females. So the hypothesis-1 there would be no gender impact on adjustment is rejected. Table -1 indicates significant impact of personality on adjustment of students. Finding show that extroversi-ons (low scores on personality test) are better adjusted than introversi-ons. Thus the hypothesis personality would have significant impact on adjustment of students is accepted.

Table-1 also exhibits no significant interactional impact on adjustment. Thus hypothesis that interaction of personality and gender would have significant impact on adjustment of students is rejected.



2) **Objective-2: To find out the impact of interaction of personality and gender on adjustment.**

Table 2: Showing the Impact of Gender and Personality (Introversion) on Adjustment. (Summary of the Outcome of Two-way ANOVA)

Sourace of variance	Df	SS	MS	F	P
Gender	1	2207.95	2207.95	10.04	.01
Personality (Introversion)	1	7518.01	7518.01	34.03	.01
Gender and Personality (Introversion)	1	267.21	267.21	1.29	NS
Error	152	34135.13	221.70		

It is clear from the above table that gender has significant impact on adjustment. It implies that male and female differ significantly regarding their adjustment. Personality dimension also shows its significant impact on adjustment. Interactive impact of gender and personality (introversion) dimension on adjustment has not been found to be significant. It is clear from the above table that both gender and personality (introversion extroversion) have their significant main impact on adjustment of students, but their interaction failed to exhibit any significant impact.

3) To find out the relationship between personality and adjustment:

To find out the relationship of personality (introversion) and adjustment of high school students, coefficient of correlation of personality (introversion) and adjustment were calculated for male and female students separately as well as for total sample. The results of correlation are shown in table 3.

Table 3: Showing the Coefficient of Correlation (r) between Personality (Introversion) and Adjustment.

Personality	N	Dimensions of adjustment					
		(A) Home Adjustment	(B) Health Adjustment	(C) Social Adjustment	(D) Emotional Adjustment	€ School Adjustment	Total
Male	250	-0.20**	-0.28**	-0.29**	-0.52**	-0.22**	-0.37**
Female	250	-0.16*	-0.24**	-0.14*	-0.37**	-0.12	-0.23**
Total	500	-0.19	-0.26**	-0.18**	-0.44**	-0.17**	-0.31**

It is evident from the table that there exists a negative relationship between introversion and adjustment of students. The same has been found true for males as well as females. The r value for total sample is -0.31 which is significant at .01 level. It indicates that introversion and adjustment are negatively correlated. In other words, it is clear that extrovert students are better adjusted. Relationship of introversion with all the five dimensions of adjustment is negative. In male group r value for five dimensions as well as for total adjustment are negative and significant at .01 level. It indicates that introversion and adjustment are negatively correlated. In other words, it is clear that extrovert male students are better adjusted. Relationship of introversion with all the five dimension of adjustment is negative. In female group, coefficient of correlation between personality and total adjustment is negative and significant. Among five dimensions of adjustment the correlation with personality is significant for home, health, social and emotional aspects, but the relationship of school adjustment with personality is not found significant. All the relationships obtained are negative, indicating female extrovert are better adjusted.

9. Conclusion:

Finally extrovert students are more adjusted in comparison to introvert students. Finding show that extroverts (low scores on personality test) are better adjusted than introverts. There is significant negative correlation between personality and adjustment. Since personality scale is scored in the direction of introversion, the finding reveals that introvert students are less adjusted. The finding implies that extrovert (low scores) students are better adjusted. In female group, coefficient of correlation between personality and total adjustment is negative and significant. Among five dimensions of adjustment the correlation with personality is significant for home, health, social and emotional aspects, but the relationship of school adjustment with personality is not found significant. All the relationships obtained are negative, indicating female extrovert are better adjusted.

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