

# A STUDY OF ADJUSTMENT OF STUDENTS IN RELATION TO PERSONALITY AND ACHIEVEMENT

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## Abstract:

Healthy Adjustment is necessary for normal growth of an individual in the life and education. Education trains persons for healthy adjustment in various life situations of the present and future. This logic implies that education and adjustment are interlinked and complementary to each other. Therefore, it is imperative for educators and researchers to understand the trends in adolescents' adjustment and the factors contributing to their good mental health. The study conducted by the investigator was a sincere attempt to understand the problems of adjustment faced by adolescents in areas- Emotional, Social, Educational and General and Total sphere. Educational personnel can review and plan for reforms in school educational programmes accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Karnataka. To study student's adjustment in the educational, social and emotional areas in relation to their personality and achievement two tests - Adjustment inventory for school students It was found that Personality and achievement has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments. Effect of other secondary aspects on adjustment like sex and school location are also analyzed and found that rural students proved better than the urban students on social, Educational and General and Total adjustment.

**Key words-** Adjustment, Personality, Achievement, Extraversion.

## INTRODUCTION:

The general aim of education is to prepare an individual to lead life successfully. Education should enable us to overcome those problems and obstacles which we might face in life. Modern society has become complex and competitive. This is an age of space, rapid industrialization and technical advancement. So, educational aims and objectives change their dimensions and priorities. These changes are general as well as specific. Present time expects from pupils to have high sensitivity, general ability and superior

excellence through education. Education trains him to adjust with himself and the society. We human being attempt and struggle to adjust to the physical needs such as hunger and protection from harm.

We also try to satisfy psychological needs as those for emotional security, acceptance etc. With various needs and requirements to satisfy and live a luxurious life in such complex environment, there is process of interaction between ourselves and our environment. In this process we either try or struggle to modify our surroundings or we try to keep our own complex environment neat and clean. Their adjustments can be said as harmony between person and his environment and maladjustment between the person and his environment. An individual confronts quite a number of adjustment problems, which have a direct impact in reducing the general efficiency of the individual. Individual having problems are not able to achieve the academic pursuits commensurate with their intellectual capabilities. There may be other factors also which bear the academic performance of the child. Personality characteristics also determine one's adjustment in life. The present study is an attempt to understand the adolescent's adjustment in relation to psychological variables: Extraversion, Neuroticism and Achievement.

### **Concept of Adjustment:**

The concept of Adjustment was first given by Darwin who used it as an adaptation to survive in physical world. Human beings are able to adjust to the physical, social and psychological demands that arise from having interrelated dependability with other individual. Adjustment is an organizational behavior in life situations at home, at school, at work in growing up and in ageing. It is the course of behavior; an individual follows in relation to the demands of internal, external and social environment. For this study, adjustment is a satisfactory relationship between individual and the environment in respect to three the three areas of adjustment – social adjustment, emotional adjustment and educational adjustment.

### **Concept of Personality:**

Personality is the dynamic organization within the individual of those psychological systems that determine his characteristic behavior and thought. Personality represents a unique integration of trait so as to differentiate one person from another on the basis of quality. For the present study the two dimensions of personality are considered- Introversion- Extraversion and Neuroticism Stability.

**Concept of Achievement:**

Achievement of action and feelings connected to striving to achieve some internalized standard of excellence in performance. It is a subjective state of readiness to act in a given direction with a given level of intensity resulting in the achievement of certain effects, objects, improved individual statuses, excellence of performance in any field of activity. It is the expectancy of finding satisfaction in mastering challenging and different performance. In education we sometime call it the “pursuit of excellence”.

**OBJECTIVES:**

1. to study the main effect of Personality and Achievement, Extraversion and Neuroticism on Social, Educational and General/Total Adjustment.
2. to study the interaction effects of Achievement Motivation, Extraversion and Neuroticism on Emotional, Social, Educational and General/Total Adjustment.

**DELIMITATION:**

The scope of present study had been delimited in respect of its objectives, variables, tools and statistical technique. The objectives of present study were confined to study adjustment of secondary students in relation to their Personality and Achievement Motivation, Extraversion and Neuroticism. Adjustment as dependent variable had been studied in Emotional, Social, Educational and General Aspects.

**DEPENDENT VARIABLES:**

1. Emotional adjustment
2. Social adjustment
3. Educational adjustment
4. Total/General adjustment

**INDEPENDENT VARIABLES:**

1. Achievement Motivation
2. Extraversion
3. Neuroticism

**ANALYSIS AND FINDINGS:**

The relation between four adjustment aspects with achievement motivation, extraversion was investigated using correlation and analysis of variance techniques.

**Table 1- Basic statistics for Adjustment areas, Achievement Motivation, Extraversion and Neuroticism (N=699)**

Variable	Mean	Median	S.D	Skewness
Emotional	2.85	2.00	2.54	1.98
Social	5.40	5.40	2.5.00	54 0.66
Educational	3.55	3.00	2.87	1.66
General/Total	11.20	10.00	6.66	1.35
Achievement				
Motivation	3.45	3.00	4.83	0.15
Extraversion	15.49	16.00	3.49	0.35
Neuroticism	8.71	9.00	3.95	0.3

**Table 1-**Mean and Median values for each of the seven variables are calculated. All of them have positive skewness except the extraversion which is negatively skewed. Median Values of independent variables are also used to classify them into low and high groups.

**RELATIONSHIP OF ADJUSTMENT WITH ACHIEVEMENT MOTIVATION, EXTRAVERSION AND NEUROTICISM:**

**Table 2- Co-relation of Adjustment with Achievement Motivation, Extraversion and Neuroticism**

Variable	Achievement Motivation	Extraversion	Neuroticism
Adjustment			
Emotion	-0.03110	-0.08720	0.26870
Social	-0.06960	-0.21200	0.20150
Education	-0.07920	-0.12310	0.30720
General	0.07520	-0.16010	0.30880

Table 2 The high scores of adjustment indicate poor adjustment or maladjustment. So interpreting adjustment score with variables in this investigation, negative relationship will indicate positive association with the variable. Positive relationship would give negative association.

## EDUCATIONAL IMPLICATION OF THE STUDY:

1 Since Extraversion has significant positive effect on social educational and general aspects of adjustment. So following programmes are suggested:

- a) School should provide proper physical facilities for games, sports and co-curricular activity as these would channelize the creative energy of the pupils.
- b) Social service camps NCC/ NSS activities and other outdoor activities. These would develop desirable social qualities considerate and cooperation which in turn help them to adjust well.
- c) Students should be given an opportunity to express their ideas and discuss their problems with school authorities. It develops self confidence and mental satisfaction among the students.
- d) Parents and teachers should provide intellectual, social and emotional support to children at the time of stress and tension.
- d) Pupils should be enabling to recognize their strong and weak characteristics to avoid unnecessary aspirations.
- e) Play hobbies, excursions, discussions etc. provide excellent opportunities to explore and express their feelings. These should be organized for developing good mental health of students and their healthy adjustment.
- f) Parents and teachers meet frequently to diagnose emotionally maladjusted cases and take remedial measures.
- g) Teachers are in the continual interaction with their students. Their behavior affects them directly. So, teachers should show behavior of emotional maturity to prove a model for their pupils.
- h) Teacher should appreciate accomplishments of the pupils. Undue criticism and ridicule should be avoided as these may lead to a sense of inferiority and anxiety.

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