



RELATIONSHIP BETWEEN HOME, EDUCATIONAL ADJUSTMENT, AND THE NEUROTICISM TRAIT OF PERSONALITY

Tapan Biswas

Research Scholar,

Department of Education,

University of Calcutta, Kolkata, India

Abstract: The purpose of the present study is to attend and find out if there is any significant relation present or not between the Home, Educational Adjustment, and the Neuroticism trait of Personality among college students. In this context, the researcher used 367 samples from college students. Adjustment Inventory for College Students (AICS) tool for Home, and Educational Adjustment, and Big Five Personality Inventory (BFPI) for Neuroticism trait were applied to gather the required data. In this survey research, Spearman's rho correlation method was applied according to the nature of the data. From the analysis, the result was found that the maximum college students belong to the average level of Home, and Educational Adjustment, as well as the maximum college students also belong to the moderate level of Neuroticism trait of Personality. Home and Educational Adjustment have a negative relationship with the Neuroticism trait of Personality.

Keywords: *Home Adjustment, Educational Adjustment, Neuroticism Trait, College Students.*

I. INTRODUCTION:

We all know that if a country wants to develop, they have to focus on its educational field to develop its quality. Because any country's development mainly depends on education. So, if we want to develop our country by improving the quality of our higher education, we have to give more importance to college

student's home and educational adjustment, as well as their neuroticism trait of personality. Because the adjustment and neuroticism traits of personality play a major role in improving educational achievement, which indicates educational quality.

Adjustment

In Sekar and Lawrence's (2016) words, the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts, etc., and meet his or her needs.

Sharma and Dhakad (2020) state that adjustment refers to a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and the environment.

Adjustment is the behavioral process by which humans and other animals maintain an equilibrium among their various needs or between needs and obstacles of the environment which hamper to satisfying the needs (Encyclopedia Britannica, 2018).

Home Adjustment

Home Adjustment means individuals how to adjusted in their home environment. It refers to a process by which adolescents adapt their home conditions like home atmosphere, sibling relationships, family finance, parent's attitudes, the marital relationship between parents, etc.

Educational Adjustment

Educational adjustment is the way by which a student fits into his educational institution and adapts the relationship with their environment, classmates, teachers, and other stakeholders. A student to adjust well to college or school, has to fit themselves into the educational environment. It refers to how an individual adapts to the educational environment.

From the definition of adjustment, it can be said that if we improve or control the stress, tensions, conflicts, harmonious relationship with the environment, needs and obstacles thus our adjustment level would be better. For this reason, our educational achievement will be better. In the case of home and educational adjustment, all of these are equally applicable.

Neuroticism Trait

According to Vazire (2014) personality, as individual differences in characteristic patterns of thinking, feeling, and behaving. Personality is a collaboration of five traits (Op, Co, Ex, Ag, & Ne.) called the Big Five Personality Traits. The Neuroticism is a crucial trait among the five in the psychological angle.

Neuroticism Trait refers to an individual's level of emotional stability and impulse control. It describes vulnerability to unpleasant emotions like worries, anger, anxiety, and depression. It means how a person is emotionally stable, that means it is a measure of emotional stability. According to these, the Neurotic level depends on worries, anger, anxiety, and depression. So, if a student controls or improves these factors (worries, anger, anxiety, and depression) it can be generally said that they will indirectly improve their academic achievement.

2. RATIONAL OF THE STUDY:

A student spends the maximum time of a day in their home and educational field. If there were some adjustment problems they faced, which *influenced in their academic achievement* quality (Zhao, 2006; Sharma & Kermane, 2015; Kazmi & Muazzam, 2020), because of *academic adjustment predicts academic achievement or GPA* (Rooij et al., 2018).

As well as the *neurotic disposition of students influences on academic performance or achievement* (Rosito, 2018; Tulung et al., (2022); Munjirin et al. 2023), and also *affects* (Hakimi et al., 2011) *their academic achievement quality*. On the other side, the *neuroticism trait has a significantly negative relation with academic achievement* among university students (Hakimi et al., 2011), and Nagpal, (2020) reported the same result in graduation level, Laidra et al. (2007) and Lounsbury et al. (2003) also reported in school level. Whereas neuroticism has an indirect negative effect on academic achievement, this result was reported by Bahçekapili & Karaman in 2020.

So, the home adjustment, educational adjustment, and neuroticism trait both are play a major role to impact on or predicting the quality of education. That means the overall quality of higher education is also impacted. Dimpal & Jogsan (2014) state that, Personality helps us to adjust. Therefore, Personality helps us to 'survive' and deal with the daily challenges surrounding us.

So, in this context, the researcher wants to know if there is a relationship between home adjustment, education adjustment, and the neuroticism trait of personality among college students.

3. OBJECTIVES:

1. To find out the nature of Home Adjustment, Educational Adjustment, and the Neuroticism traits of Personality.
2. To find out whether there is any significant relationship present Between Home, Educational Adjustment, and Neuroticism traits of Personality.

4. RESEARCH QUESTIONS:

RQ1. What is the nature of the Home Adjustment of undergraduate students?

RQ2. What is the nature of the Educational Adjustment of undergraduate students?

RQ3. What is the nature of the Neuroticism traits of the Personality of undergraduate students?

5. NULL HYPOTHESIS:

H₀. There is no significant relationship present between Home, Educational Adjustment, and Neuroticism traits of the personality of college students.

6. REVIEW OF LITERATURES:

The researcher studied the previous works of literature and found some literature that is relevant to the present study. Among them, here the researcher presents a few studies that are related to personality and adjustment variables.

Some study finding is related to personality like Caspi, Robert, & Shiner (2005) found a *significant relationship between personality traits and academic achievement* at the school level, and they state that *personality and academic achievement may be directly related*. In side by side, a relationship was also found between Extraversion and academic performance (Duckworth & Seligman, 2005). There was a *specific positive relationship found between the Big Five Personality factors and academic performance* (Chomoro & Furnham, 2003a). Whereas, a positive relationship between conscientiousness and academic achievement was established (Laidra et al.2007; Komarraju et al. 2009; Conard, 2006). As well as, Laidra et al. (2007) and Lounsbury et al. (2003) reported that academic performance is positively related to extroversion, openness to

experience, and agreeableness. Whereas Big Five Personality factors have a negative relationship with academic performance reported by Melissa, Sampo & Panonon, (2007). As well as a negative relationship was also found between extroversion and achievement in higher education (Furnham, Zhang, & Chamoro,) in 2006. The neuroticism trait is negatively related to academic performance (Laidra et al., 2007; Farsides, 2003; Premuzic, & Furnham 2003; Lounsbury et al., 2003; Hakimi et al. 2011; Al-Naggar et al, 2015; Novikova & Vorobyeva, 2017; Bhagat et al., 2019; Nagpal, 2020; Begum, 2021). However, a positive relation was found between neuroticism and academic achievement by Komarraju et al. (2009). However, academic performance has no relation with extroversion (Bratko et al. 2006; Wolfe and Johnson, 1995), with neuroticism (Hair & Graziano, 2003), and with openness to experience, agreeableness (Wolfe and Johnson, 1995) also reported.

Hakimi and others reported in their study in 2011 that, highly neurotic people suffer abnormalities and disorders that impede their effective performance. Stress affects students' performance negatively, especially in exam settings, and Neuroticism has been related to absence from the classroom, illness, etc., and hence it affects performance negatively.

Sripirabaa and Benazir (2016) state in their study, that personality was influenced by the Heredity factors, Physical, Social, Family, Cultural and School environment, Psychological Factors. As well as school factors like curriculum, teaching methods, rules and regulations, peer group role of teachers in guidance and counselling, evaluation procedures, teacher-parent relations, etc. are affecting in all-round development of the personality of adolescents (Balan, 2019). Whereas, Chomoro, & Furnham (2003b) established that, physical outcomes of stress like heartbeat, muscular tension, and gastric illness combined with lowered self-concept and self-estimated intelligence give rise to decreased academic achievement.

The other study finding is related to Adjustment, a significant relationship was found between adjustment and academic achievement of Jain & Mohta's study in 2020. Whereas a positive relationship existed between academic achievement and adjustment and its dimensions (home, health, social, emotional & educational) among college students, the result was reported by Tiwari (2019). The same result was also found in the secondary school level (Hazarika & Chetri, 2023; Goyal, & Chandani, 2023 & Talluri, 2023). On the opposite side, Boruah (2018) was found a high negative correlation between the overall adjustment and academic achievement among college students in 2018.

It was found from the study of Vyas (2021) that the adjustment with the school atmosphere was an effort to the academic progress of the students in the school level (XI & XII). And as well as the home atmosphere influences in girl's adjustment (Balan, 2019).

The campus life adjustment had a significant influence on academic achievement (Jibril, 2021). And the good adjustment affects the academic performance in a positive way (Kumar et al., 2016).

The combined effect of social, emotional, and educational adjustment has no impact on academic achievement at 11th and 12th-grade school level (Azad, 2024). But the cultural adjustment is a significant predictor of academic achievement (Nasir, 2012). As well as the academic adjustment also predicts to grade point average (GPA) among university students (Rooij et al., 2018).

Mohanty states in her study in 2021 that "Education plays a major role in shaping adolescents' life through their adjustment ability". On the other side, Naqvi in 2014 found that emotional adjustment was a significant predictor of academic achievement, and emotional adjustment plays a crucial role in academic achievement among higher secondary school students in Lucknow city.

The extraversion and openness to experience traits were found to a significant predictors of adjustment (Kural & Qzyurt, 2018), and said by side, neuroticism traits showed a negative relationship with all adjustment dimensions among university students.

7. STATEMENT OF THE PROBLEM:

From the literature, it is found that there is a gap in the relation between home adjustment, education adjustment, and the neuroticism trait. So, the researcher attempts to deal with the "*Relationship Between Home, Educational Adjustment, and the Neuroticism Trait of Personality*" as the problem.

8. DELIMITATION:

The delimitations of the study are as follows:

- The study is delimited by using only three variables (Home Adjustment, Educational Adjustment, & Neuroticism trait of Personality).
- Only college students were included in this study.
- The study is delimited through the area of the Southern part of West Bengal.

9. LIMITATION:

The limitations are as follows:

- The main limitation is an incidental sampling technique was used.
- Only 367 samples were used in this study.

10. METHODOLOGY:

The descriptive survey research method has been adopted according to the objectives.

11. Sample

367 undergraduate students have participated in this study. There are 24.25% male students and 75.75% female students. The researcher collected the sample data through online mode, based on the incidental sampling technique.

12. Variables

- **Dependent Variables**
 - Home Adjustment,
 - Educational Adjustment
- **Independent Variables**
 - Neuroticism Trait of Personality

13. Population

All the undergraduate students in the southern part of West Bengal under the govt and govt aided colleges determined as population. The area is, from all the Southern side of W.B. up to Murshidabad district, total 15 districts were included under the population area.

14. Tools

The researcher applied the two tools to measure the variables and collect the required data. The Adjustment Inventory for College Students (AICS-2012) by Dr. A.K.P. Sing & Dr. R.P. Singha for adjustment, which is adapted by Biswas, Datta, & Banerjee (2022). And the Big Five Personality Inventory (BFPI-2018)

by S. Basu & Prof. D. Banerjee for personality, which is also adapted by Biswas, Datta, & Banerjee (2022).

Both adaptation versions of the selected tools were used in this study.

15. Data collection

The data was gathered by the online mode through Google Forms. At first, the researcher prepared a Google Form with all questionnaires as per tools with proper instruction. Then it is sent via mail or WhatsApp among the groups of college students.

16. Data Analysis

The collected data was analysed by Mean, Median, Percentage, and Spearman's rho correlation with the help of the SPSS 26th version.

17. RESULT AND INTERPRETATION:

Objective 1:

The first objective of the present study was to find out the nature of the Home Adjustment, Educational Adjustment, and Neuroticism Trait of the Personality of undergraduate students. To achieve this objective, the researcher has framed three Research Questions and analysed them, they are as follows:

RQ.1: What is the nature of the home adjustment of undergraduate students?

RQ2. What is the nature of the educational adjustment of undergraduate students?

Table 1

Descriptive Statistics of Home & Educational Adjustment

Adjustment	N	Minimum Value of Scale	Maximum Value of Scale	Mid-Point Value of Scale	Median	Mean
Home	367	0	16	8	4	4.77
Educational	367	0	21	10.5	6	6.52

It is seen from the descriptive **Table 1**, that the mean as well as median score of Home Adjustment, and Educational Adjustment were below from the mid-point value of the scale. It means according to the AICS tool, the undergraduate student`s Home Adjustment and Educational Adjustment were better in position (*upper than average*). The result is shown in **Figure 1**.

Figure 1

Showing the Graphical Presentation of Mean, Median, and Mid-Point Value of the scale of Home and Educational Adjustment

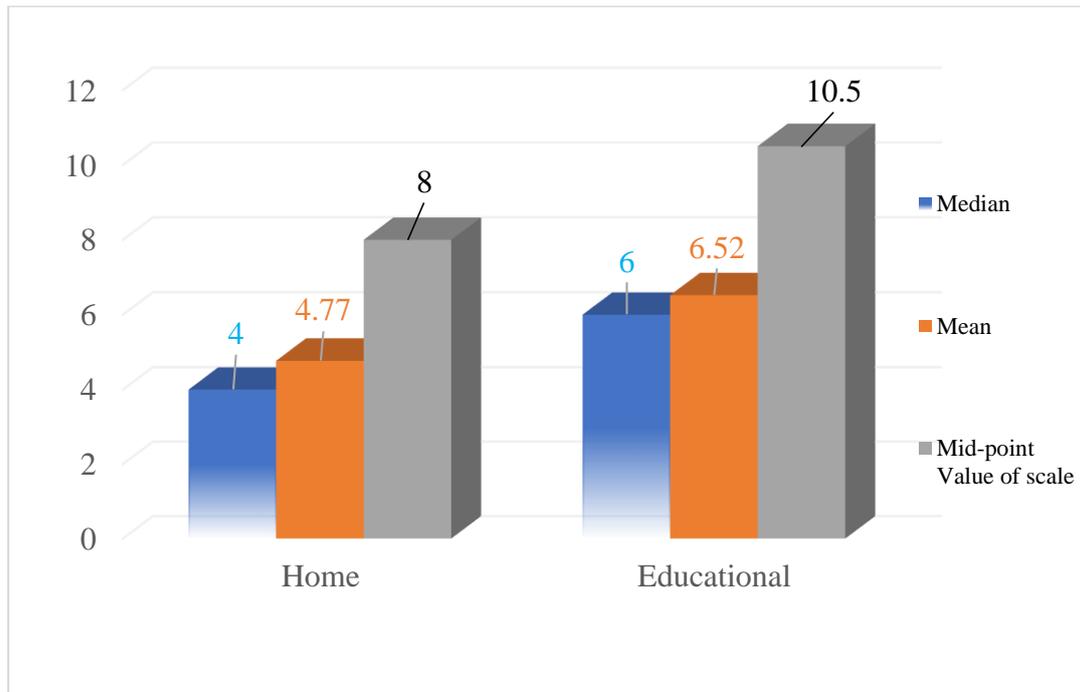


Table 2

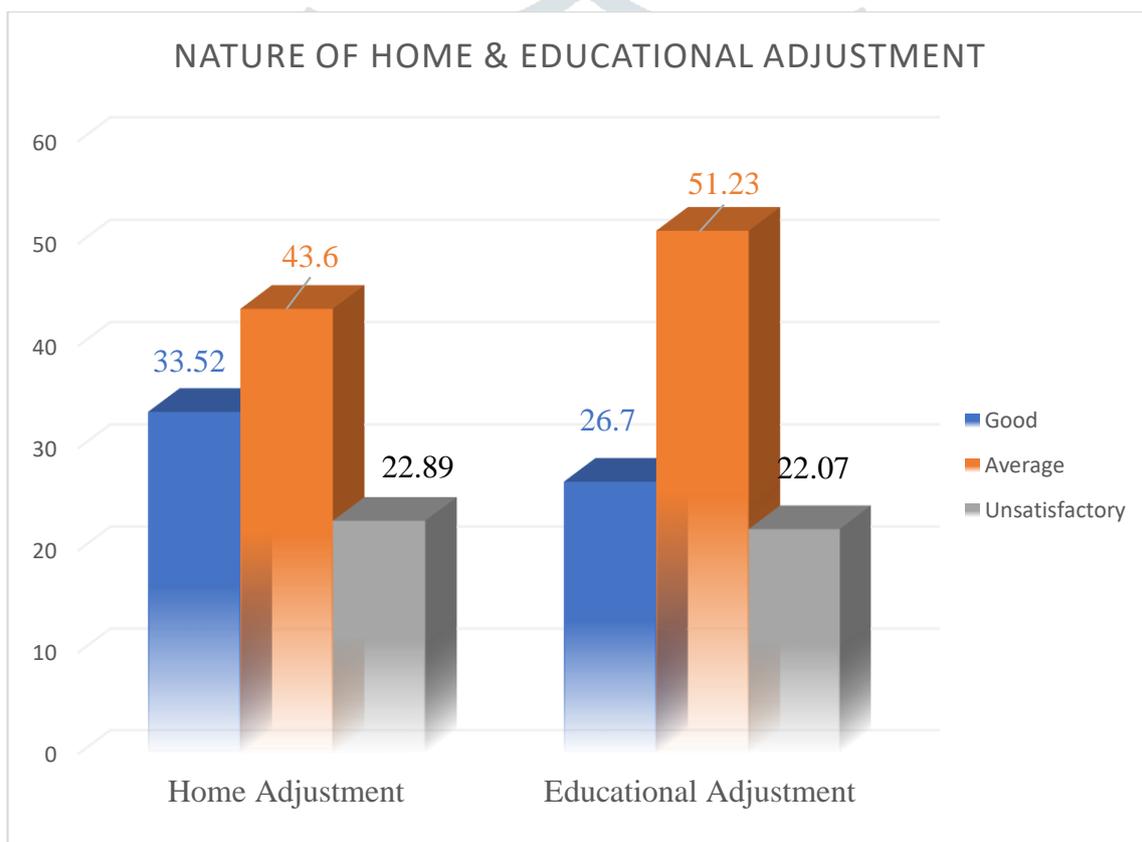
The Nature of Undergraduate Student`s Home and Educational Adjustment

Adjustment	Percentile Norm	Score Range	N	(%)	Level
Home	<P ₂₅	2 & below	123	33.52	Good
	P ₂₅ to P ₇₅	3 to 7	160	43.60	Average
	P ₇₅ <	Above 7	84	22.89	Unsatisfactory
Educational	<P ₂₅	3 & below	98	26.70	Good
	P ₂₅ to P ₇₅	4 to 9	188	51.23	Average
	P ₇₅ <	Above 9	81	22.07	Unsatisfactory

From **Table 2**, it is seen that Home and Educational Adjustment have higher score in the average level section among the other sections. So, it is concluded that most of the students belong to the average level of their Home, and Educational Adjustment. The moreover students belong to good or satisfactory level compared to the unsatisfactory Adjustment level. The graphical representation of nature is shown in **Figure 2**.

Figure 2

Showing the Nature of Home & Educational Adjustment



RQ.3: What is the nature of the Neuroticism Trait of Personality of undergraduate students?

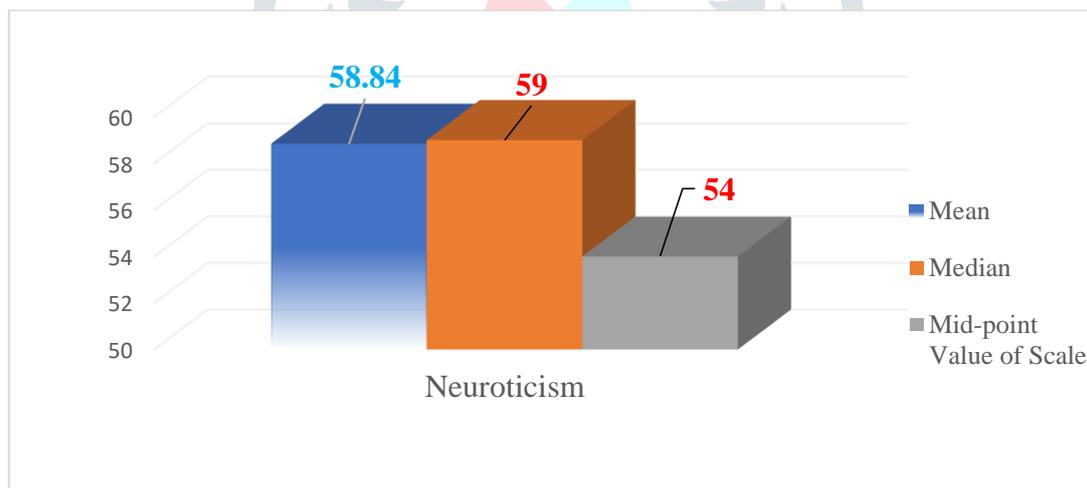
Table 3*Descriptive Statistics of Neuroticism trait of Personality*

Neuroticism Trait	N	Minimum Value of Scale	Maximum Value of Scale	Mid-Point Value of Scale	Median	Mean
	367	18	90	54	59	58.84

In **Table 3**, the mean and Median score of Neuroticism were higher than the mid-point value of the scale. It means, the undergraduate student has a better position in their neuroticism traits of personality, which is shown in **Figure 3**.

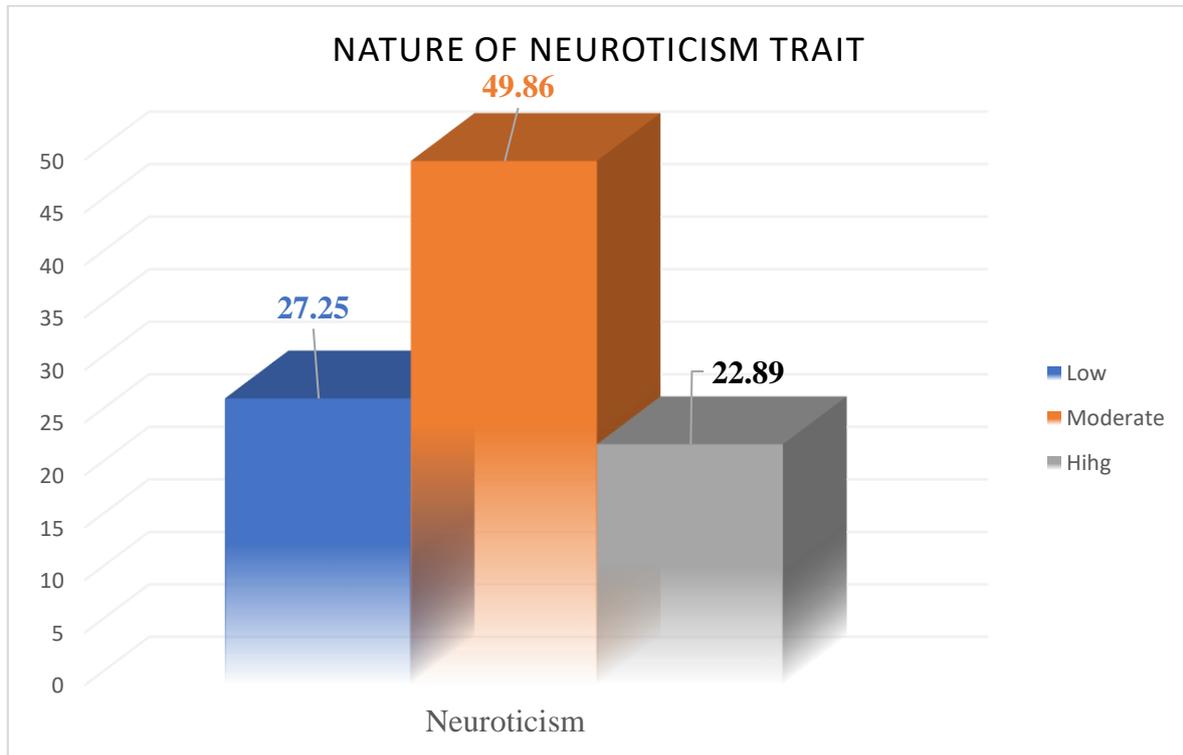
Figure 3

Showing the Graphical Presentation of Mean, Median, and the Mid-Point Values of the scale of Neuroticism Trait of Personality

**Table 4***The Nature of Undergraduate Student's Neuroticism Trait of Personality*

Neuroticism Trait	Percentile Norm	Score Range	N	%	Level
	<P ₂₅	51 & below	100	27.25	High
	P ₂₅ to P ₇₅	52 to 67	183	49.86	Moderate
	P ₇₅ <	Above 67	84	22.89	Low

In **Table 4** it is displayed that, the score of the Neuroticism trait has placed higher in the moderate section among the other sections. So, according to the BFPI tool, it is concluded that most of the students belonged to moderate level in position in their Neuroticism traits of personality (**Figure 4**).



Objective 2:

The second objective was to find out if there is any significant relationship present between Home, Educational Adjustment, and Neuroticism trait of Personality. To achieve the second objective, the researcher frames the null hypothesis

H₀. There is no significant relationship present between Home, Educational Adjustment and Neuroticism traits of personality of college students.

Figure 5

The Statistical values of Spearman's rho Correlation among the Home, Educational Adjustment, and Neuroticism trait of Personality

Correlations					
			NE_T	HO_ADJ	EDU_ADJ
Spearman's rho	Neuroticism Trait	Correlation Coefficient	1.000	-.443**	-.497**
		Sig. (2-tailed)	.	.000	.000
		N	367	367	367
	Home Adjustment	Correlation Coefficient	-.443**	1.000	.606**
		Sig. (2-tailed)	.000	.	.000
		N	367	367	367
	Educational Adjustment	Correlation Coefficient	-.497**	.606**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	367	367	367

** . Correlation is significant at the 0.01 level (2-tailed).

To verify the null hypothesis (H_0) the researcher applied the Spearman's rho correlation test. The result showed that there was a significant relationship present between Home, Educational Adjustment, and Neuroticism trait of Personality. In detail, from Spearman's rho Correlation test (**Table 5**) it is seen that the relation between home adjustment and the neuroticism trait has been significant at the .01 level. The coefficient value is -.443 (**Table 5**), it means there was a negative relationship existed.

As well as the relation between educational adjustment and the neuroticism trait is also significant at the .01 level like the previous result. The coefficient value is -.497 (**Table 5**), it means there was a negative relation existed between educational adjustment and the neuroticism trait.

18. FINDINGS OF THE STUDY:

From the result, it was found as *Major* findings that

- * A significant negative relationship is present between Home Adjustment and Neuroticism traits of Personality.
- * A significant negative relationship is present between Educational Adjustment and Neuroticism traits of Personality.

The *other findings* are as follows

* According to the Mean, the undergraduate student's Home Adjustment, and Educational Adjustment were better in position (*better than average*).

* Most of the students belong to the average level of their Home, and Educational Adjustment. Moreover, students belong to a good or satisfactory level compared to an unsatisfactory Adjustment level.

* According to the Mean, the undergraduate student has a better position (*better than average*) in their neuroticism traits of personality.

* Most of the students belong to a moderate level in position in Neuroticism traits.

19. DISCUSSION:

From the analysis, the researcher found that home adjustment has a negative relation with neuroticism traits of personality. Even in the case of educational adjustment, it is also found a negative relation with neuroticism traits.

Among the previous literature, Kural & Özyurt (2018) found a negative result between neuroticism and all adjustment dimensions among university students, which supports the present study findings but their level is different. Even, Velayudhan et al. (2016) found almost similar findings that is the neuroticism trait had negatively correlated with the coping style, therefore neuroticism showed significantly more negative coping. But on the other hand, Adeniyi (2014), examined academic adjustment and found that academic adjustment has no relationship with personality type which is almost dissimilar to the findings of this study.

It is also found in this study that, Most of the South Bengal undergraduate students belong to the average level of their Home, and Educational Adjustment. A similar finding was found by Hazarika & Chetri (2023) at the secondary school level. However, Adeniyi et al. (2014) found a moderate pattern of academic adjustment in undergraduate-level students. But Boruah (2018), and Jain & Mohta (2020), had found most of the students belonged to unsatisfactory level of adjustment which is not similar to this study's findings.

Most of the South Bengal undergraduate students belong to moderate level in the position of Neuroticism traits. In literature, a similar result was found in the study of Tazien (2020) in the secondary school level.

20. CONCLUSION:

From the discussion, the result concluded that home adjustment and educational adjustment have a negative relation with neuroticism trait of personality. It means if home adjustment and educational adjustment level is better then neurotic level would be less. The level of home and educational adjustment, and personality dispositions are moderate in nature.

21. EDUCATIONAL IMPLICATION:

From the study findings, it is possible to improve student's neurotic disposition by improving adjustment level with the help of guidance or counsellors, stakeholders, and teachers.

22. FURTHER STUDIES:

- Any effect of neuroticism on adjustment can be conducted for further study.
- A study can be conducted on how to improve the adjustment level
- A study on any prediction of neuroticism on adjustment can be done in the future.

REFERENCE:

- [1] Adeniyi, W. O., Adediran, V. O. & Okewole, J. O. (2014). Personality Types, Demographic Variables and Academic Adjustment of Fresh Undergraduates of Obafemi Awolowo University, Ile-Ife, Nigeria. *Journal of Educational and Social Research*, 4(6), 493-502. Doi:10.5901/jesr.2014.v4n6p493
- [2] Al-Naggar, R. A., Osman, M. T., Ismail, Z., Bobryshev, Y. V., Ali, M. S., & Gonzalez, M. M. (2015). Relation between Type of Personality and Academic Performance among Malaysian Health Sciences Students. *iMedPub Journals*, 8(182), 1-8. doi: 10.3823/178
- [3] Azad, Y. (2024). The Impact of Social, Emotional, and Educational Adjustment on Academic Performance among Male and Female Residential School Students. *International Journal for Multidisciplinary Research*, 6(1), 01-13. <https://www.ijfmr.com/papers/2024/1/13060.pdf>
- [4] Bahçekapili, E., & Karaman, S. (2020). A path analysis of five-factor personality traits, self-efficacy, academic locus of control and academic achievement among online students. *Knowledge Management & E-Learning*, 12(2), 191-208. <https://doi.org/10.34105/j.kmel.2020.12.010>

- [5] Balan, A. (2019). A Study to Analyse Correlation Between Personality and Adjustment of Adolescent Students in Secondary School of Tanjavur, Tamil Nadu. *A Research Project-the People's university*. https://www.academia.edu/41842339/PROJECT_PROPOSAL_A_STUDY_TO_ANALYSE_CORRELATION_BETWEEN_PERSONALITY_AND_ADJUSTMENT_OF_ADOLESCENT_STUDENTS_IN_SECONDARY_SCHOOL_OF_TANJAVUR_TAMIL_NADU_SUBMITTED_BY_ANNAPORNIBALAN_166861416_MAPC
- [6] Begum S, Goud B. K. M, Hameed N. A, Dileep N, Santhosh S. G. (2021). Relation Between Personality Traits and Academic Performance Among University Students of RAKMHSU, UAE-Using a Big Five Model. *Biomed Pharmacol Journal* 14(4), 2123-2129. <https://bit.ly/3sFmuLE> or <https://biomedpharmajournal.org/vol14no4/relation-between-personality-traits-and-academic-performance-among-university-students-of-rakmhsu-uae-using-a-big-five-model/#:~:text=Neuroticism%20has%20negative%20significant%20correlation,between%20neuroticism%20and%20academic%20achievement>
- [7] Bhagat, V., Shetty, C, K., Husain, R., Mat, K, C., Simbak, N., Aung, M, M, T., & Oo, S, S. (2019). The Relationship between Big Five Personality Traits and Academic Performance in Medical Students. *Research J. Pharm. and Tech*, 12(9), 4189- 4196. DOI: 10.5958/0974-360X.2019.00721.2
- [8] Boruah, L. (2018). A Study on The Adjustment And Academic Achievement of College Students. *MSSV Journal of Humanities and Social Sciences*, 3(1), 57-65. <https://mssv.ac.in/media-library/uploads/XzgPLD9foBSed7pVCcWcGftFA42SMGh7jqgD6SZH.pdf>
- [9] Bratko, D., Chamoro, T., & Saks, Z. (2006). Personality and school performance: Incremental validity of self and peer-ratings over intelligence. *Personality and Individual Differences*, 41, 131-142. <https://doi.org/10.1016/j.paid.2005.12.015>
- [10] Caspi, A., Roberts, B. W., & Shiner, R. L. (2005). Personality development: Stability and change. *Annual Review of Psychology*, 56(1), 453-484. DOI: 10.1146/annurev.psych.55.090902.141913 https://www.researchgate.net/publication/8023094_Personality_Development_Stability_and_Change

- [11] Chomoro-Premuzic, T. & Furnham, A. (2003 a). Personality predicts academic performance: Evidence from two longitudinal university samples. *Journal of Research in Personality*, 37(4), 319-338. [https://doi.org/10.1016/S0092-6566\(02\)00578-0](https://doi.org/10.1016/S0092-6566(02)00578-0) <https://psycnet.apa.org/record/2003-06884-008>
- [12] Chomoro-Premuzic, T. & Furnham, A. (2003 b). Personality traits and academic exam performance. *European Journal of Personality*, 17, 237-250. DOI: 10.1002/per.473 https://www.researchgate.net/publication/227641504_Personality_Traits_and_Academic_Examinati_on_Performance
- [13] Conard, M. (2006). Aptitude is not enough: How personality and behavior predict academic performance. *Journal of Research in Personality*, 40, 339-346. DOI: 10.1016/j.jrp.2004.10.003 https://www.researchgate.net/publication/223080729_Aptitude_is_not_enough_How_personality_and_behavior_predict_academic_performance
- [14] Dimpal, R. & Jogsan, Y. (2014). Achievement Motivation, Personality type and Emotional Intelligence among Schedule Class and Open Class Students. *International Journal of Management & Technical Research*, 1-14. https://www.academia.edu/9379807/Achievement_Motivation_Personality_type_and_Emotional_Intelligence_among_Schedule_Class_and_Open_Class_Students
- [15] Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16, 939-944. <https://doi.org/10.1111/j.1467-9280.2005.01641.x> <https://psycnet.apa.org/record/2005-15678-005>
- [16] Farsides, T., & Woodfield, R. (2003). Individual differences and undergraduate academic success: The roles of personality, intelligence and application. *Personality and Individual Differences*, 34(7): 1225-1243 [http://dx.doi.org/10.1016/S0191-8869\(02\)00111-3](http://dx.doi.org/10.1016/S0191-8869(02)00111-3)
- [17] Furnham, A., Zhang, J., & Chamoro, T. (2006). The relationship between psychometric and self-estimated intelligence, creativity, personality and academic achievement. *Imagination, cognition and*

- [18] Goyal, P. & Chandani, K. L. (2023). A Study of the Effect of Adjustment on the Academic Achievement of Secondary Level Students. *International Journal of Research Publication and Reviews*, 4(3), 870-873. <https://ijrpr.com/uploads/V4ISSUE3/IJRPR10400.pdf>
- [19] Hair, E. C., & Graziano, W. G. (2003). Self –esteem, personality and achievement in high school: A prospective longitudinal study in texas. *Journal of Personality*, 71, 971- 994. <https://doi.org/10.1111/1467-6494.7106004>
- [20] Hakimi, S., Hejazi, E., & Lavasani, M.G. (2011). The Relationships Between Personality Traits and Students' Academic Achievement. *Procedia - Social and Behavioral Sciences* 29(2011) 836 – 845. <https://www.researchgate.net/publication/259503092>
- [21] Hazarika, S. & Chetri, k. (2023). A study on Adjustment and Academic Achievement among the Secondary school students of Dibrugarh District, Assam. *International Journal of Novel Research and Development*, 8(8), 592-598. <https://www.ijnrd.org/papers/IJNRD2308070.pdf>
- [22] Jain, K. & Mohta, S. (2020). Adjustment and Academic Achievement among Adolescents; A Correlational Study. *International Conference on Recent Development in Engineering Science, Humanities and Management*, 661-668. http://proceeding.conferenceworld.in/Government_Eng_College_Bharatpur/54B5qy5hv5v7zB657.pdf
- [23] Jibril, M. (2021). The Impact of adjustment on Academic achievement among University Students in Dire Dawa Ethiopia. *New York Science Journal*, 14(7), 17-20. https://www.sciencepub.net/newyork/nys140721/03_37369nys140721_17_20.pdf

[24] Kazmi, R. UE. & Muazzam, A. (2020). Adjustment Problems, Depression and Academic Achievement:

The Mediating Role of Resilience. *Pakistan Journal of Psychological Research*, 35(3), 545-557.

<https://doi.org/10.33824/PJPR.2020.35.3.29>

[25] Komarraju, M., Karau, S. J., & Schmeck, R. R. (2009). Role of the big five personality traits in predicting

college student`s academic motivation and achievement. *Learning and Individual Differences*, 19, 47-

52. <https://doi.org/10.1016/j.lindif.2008.07.001> <https://psycnet.apa.org/record/2008-18439-007>

[26] Kumar, R., Behmani, R., & Singh, K. (2016). Impact of Self-Esteem and Adjustment on Academic

Performance of Adolescents. *i-scholar*, 7(1), 133-135. [https://www.i-](https://www.i-scholar.in/index.php/jjhw/article/view/122542)

[scholar.in/index.php/jjhw/article/view/122542](https://www.i-scholar.in/index.php/jjhw/article/view/122542)

[27] Kural, I., & Qzyurt, B.E. (2018). The Associations between University Adjustment, Adult Attachment

Styles, Personality Traits, and Perceived Stress. *American International Journal of Social Science*,

7(2), 43-54. doi:10.30845/aijss.v7n2p6 <https://www.researchgate.net/publication/326618715>

[28] Laidra, K., Pullmann, H., & Allik, J. (2007). Personality and intelligence as predictors of academic

achievement : Across-sectional study from elementary to secondary school. *Personality and Individual*

Differences, 1-11. DOI: 10.1016/j.paid.2006.08.001

[https://www.researchgate.net/publication/222538278_Personality_and_intelligence_as_predictors_of](https://www.researchgate.net/publication/222538278_Personality_and_intelligence_as_predictors_of_academic_achievement_A_cross-sectional_study_from_elementary_to_secondary_school)

[academic_achievement_A_cross-sectional_study_from_elementary_to_secondary_school](https://www.researchgate.net/publication/222538278_Personality_and_intelligence_as_predictors_of_academic_achievement_A_cross-sectional_study_from_elementary_to_secondary_school)

[29] Lounsbury, J. W., Tatum, H., Gibson, L. W., Park, S. H., Sundstorm, E., Hamrick, F., & Wilburn, D.

(2003a). The development of a big five adolescent personality scale. *psychoeducational assessment*,

21, 111-133.

[https://www.researchgate.net/publication/236246697_The_development_of_a_Big_Five_adolescent](https://www.researchgate.net/publication/236246697_The_development_of_a_Big_Five_adolescent_personality_scale)

[_personality_scale](https://www.researchgate.net/publication/236246697_The_development_of_a_Big_Five_adolescent_personality_scale)

[30] Melissa, C., Sampo, C. & Paunonen, V. (2007). Big five personality predictors of post secondary

academic performance. *Personality and Individual Differences*, 43, 437-448. DOI:

10.1016/j.paid.2007.03.017

<https://www.researchgate.net/publication/222406822> Big Five personality predictors of post-secondary academic performance

- [31] Munjirin, A., Pahlevi, F., Karmiyati, D., & Nurul Fajri Assakinah. (2023). Relationship Between Neuroticism Personality and Academic Performance. *Amandemen: Journal of Learning, Teaching and Educational Studies*, 1(2), 51–61. <https://doi.org/10.61166/amd.v1i2.36>
- [32] Nagpal, S. (2020). Influence of Personality Characteristics on the Academic Performance of Students. *Journal of Educational Research and Policies*, 2(9). <https://www.researchgate.net/publication/271262152> The Influence of Personality Trait on the Academic Performance of Secondary School Students in Cross River State Nigeria
- [33] Nasir, M. (2012). Effects of Cultural Adjustment on Academic Achievement of International Students. *Journal of Elementary Education*, 22(2), 95-103. https://pu.edu.pk/images/journal/JEE/PDF-Files/Article%20No.%207_V22_2_12.pdf
- [34] Naqvi, S.F. (2014). To Study of Emotional Adjustment and its Effect on Academic Achievement of Higher Secondary School Student in Lucknow City. *Journal of Advance Research in Science and Social Science*, 6(1), 129-138. DOI: 10.46523/jarssc.06.01.14 <https://www.jarssc.com/attachments/To-Study-of-Emotional-Adjustment-and-its-Effect-on-Academic-Achievement-of-Higher-Secondary-School-Student-in-Lucknow-City-Shumila-Fatma.pdf>
- [35] Novikova, I, A., & Vorobyeva, A, A. (2017). Big Five Factors and academic achievement in Russian students. *Psychology in Russia: State of the Art*, 10(4), 93-106. doi: 10.11621/pir.2017.0409
- [36] Premuzic, T. C., & Furnham, A. (2003). Personality traits and academic examination performance. *European Journal of Personality*, 17(6): 237-250 <http://dx.doi.org/10.1002/per.473>
- [37] Rooij, Els C. M., Jansen, Ellen P. W. A. & Grift, Wim J. C. M. (2018). First-year university students' academic success: the importance of academic adjustment. *Eur J Psychol Educ*, 33, 749-767. DOI 10.1007/s10212-017-0347-8

- [38] Rosito, A. C. (2018). Exploration of the Big Five Personality Traits and its Effect on Academic Achievement. *Journal of Educational & Counseling Psychology*, 4(2), 6-13. DOI: <http://dx.doi.org/10.26858/jpkk.v4i1.3250>
- [39] Sekar, J. M.R. and Lawrence, A.S. R. (2016). Emotional, social, educational adjustment of higher secondary school students in relation to academic achievement. *i-manager's Journal on Educational Psychology*, 10(1), 29-35. <https://files.eric.ed.gov/fulltext/EJ1131806.pdf>
- [40] Sharma, N. & Kermene, M.M. (2015). Adjustment Problems of College Students in Relation to Gender, Socioeconomic Status and Academic Achievement. *International Journal of Current Research*, 7(3), <https://www.researchgate.net/publication/354793363>
- [41] Sharma, M.L. and Dhakad, M.K. (2020). A Study of Effect of Socio-Economic Status on Adjustment of Senior Secondary Students. *Elementary Education Online*, 19(3), 4241-4246. doi: 10.17051/ilkonline.2020.03.735576 <http://ilkogretim-online.org>
- [42] Sripirabaa, B. and Benazir, Y. (2016). Big Five Personality Traits Among Female Under Graduate Students with Specific Reference To Coimbatore City. *International Journal of Informative & Futuristic Research*, 3(12), 4411-4422. <http://ijifr.com/searchjournal.aspx>
- [43] Talluri, S. (2023). Social Adjustment and Academic Achievement of Secondary School Students. *International Journal of Research Publication and Reviews*, 4(4), 2183-2186. <https://ijrpr.com/uploads/V4ISSUE4/IJRPR11647.pdf>
- [44] Tazien, W. (2022). Personality attitude towards higher education and career aspiration among secondary school students. Shuldganga, <https://shodhganga.inflibnet.ac.in/handle/10603/461761>
- [45] Tiwari, S. (2019). A Study of Relationship Between Adjustment, Study Habits And Academic Achievement of Pre-University Students. *Review of Research*, 8(9), 1-5. www.lbp.world

- [46] Tulung, J, M., Manoppo, F., Lestuny, Z., & Martoyo, M, D. (2022). The Influence of Neurotic Personality on Students' Christian Education Motivation and Learning Achievement. *Scientific Journal of Wahana Pendidikan*, 8(8), 350- 359. <https://jurnal.peneliti.net/index.php/JIWP/article/view/2599>
- [47] Vazire, S. (2014). *Personality. Developed and Produced by the Teachers of Psychology in Secondary Schools (TOPSS) of the American Psychological Association.*
<https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.apa.org/topics/personality%23~:text%3DPersonality%2520refers%2520to%2520the%2520enduring,%252C%2520abilities%252C%2520and%2520emotional%2520patterns.&ved=2ahUKEwjN2-f9w9qGAxW4d2wGHep1DxsQFnoECBMQBQ&usg=AOvVaw0v4iutSKKBPFxpfVgcPHF>
- [48] Velayudhan R., Sivan S., Jayan N.K., & Raghuram TM. (2016). Personality, adjustment style and academic stress in first year medical students- a cross sectional study. *Kerala Journal of Psychiatry*, 29(1), 1-6. <http://kjponline.com/index.php/kjp/article/view/82/pdf>
- [49] Vyas, S. (2021). An analysis of adjustment level among higher secondary school students. *Journal of Nursing and Health Science*, 10(3), 44-48. DOI: 10.9790/1959-1003064448
- [50] Wolfe, R. N., & Johnson, S. D. (1995). Personality as a predictor of college performance. *Educational and Psychological Measurement*, 55, 177-185. <https://doi.org/10.1177/0013164495055002002>
<https://psycnet.apa.org/record/1995-31077-001>
- [51] Zhao, K. (2006). *The Impact of Adjustment Problems on Academic Achievement of International. Graduate Dissertations*, West Virginia University <https://researchrepository.wvu.edu/etd/845>