**Personality in relation to Adjustment of Adolescents**

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*Abstract*

*India today is essentially a land of youth. So, it is of vital importance to study the dynamic entity. An “Adolescent” as a person, trying to grapple with problems arising out of complex interplay of his abilities, socio-economic status and sex roles on the one hand and the demands of the school, college, family and society on the other, with special reference to his healthy adjustment and balanced personality. Adolescents who are unable to adjust, with family, school, social, vocational and emotional problems may respond by dropping out of school, engaging in criminal activities, leading to maladjustment, developing distorted personalities and behaviourial disorders, seeking escape in to drugs and rejecting virtually all aspects of cultures and joining a sub culture. It is generally accepted that the progress in life depends upon the ability to adjust to new situations. A well adjusted individual is more likely to be both highly motivated, realistic, reasonably adventurous, competitive, emotionally balanced and mentally alert with the result that he holds wholesome and positive attitude towards the requirement of his course.*

**Introduction**

The term "adolescence" has a broader meaning. It includes mental, emotional, social maturity as well as physical maturity. It is not surprising to say that the adolescents do not know how to get integrated with the values of their homes and of the society and so are unable to bridge the gulf between them. This leads them to the period of stress and strain of anxiety and tension and therefore are not able to adjust themselves to their life situations. Education is looked upon as a great means of solving problems of adjustment and behaviour disorders. It is only through education, proper guidance can be given to adolescents, how to adjust to new situations.

**Objectives of the Study**

1. To study the Different dimensions of personality of adolescents.
2. To study the Different dimensions of adjustment of adolescents.
3. To study the relationship between personality and adjustment of adolescents.

**Hypothesis of the Study**

1. There exists a positive correlation between personality and adjustment of Adolescents.

**Tools Used**

The following tools were used for data collection:-

1. Raymond B. Cattell 16 PF Questionnaire.
2. Bell’s Adjustment Inventory by R.K. Ojha, 1994.

**Statistic Technique for analysis of data**

The Mean, SD and Product Moment Correlation were used for analyzing the data.

**Sample of the Study**

Sample has been collected from four zones of Haryana state. One district from each zone i.e. from Ambala zone Kurukshetra District, from Hisar zone Sirsa District, from Rohtak zone Karnal District and from Gurgaon zone Gurgaon itself has been taken as sample.

**Table-1**

**Correlation between Dimensions of Personality with the Dimensions of Adjustment (N=1200)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Pearson Correlation | Dimensions | Home-Adjustment | Health-Adjustment | Social-Adjustment | Emotional-Adjustment | Adjustment |
| Extraversion | -.696(\*\*) | -.747(\*\*) | -.885(\*\*) | -.772(\*\*) | -.893(\*\*) |
| Anxiety | .516(\*\*) | .576(\*\*) | .657(\*\*) | .656(\*\*) | .711(\*\*) |
| Tough Poise | .548(\*\*) | .522(\*\*) | .606(\*\*) | .510(\*\*) | .618(\*\*) |
| Independence | -.632(\*\*) | -.673(\*\*) | -.739(\*\*) | -.557(\*\*) | -.725(\*\*) |
| Control | -.527(\*\*) | -.562(\*\*) | -.588(\*\*) | -.482(\*\*) | -.610(\*\*) |
| Adjustment | -.561(\*\*) | -.585(\*\*) | -.700(\*\*) | -.408(\*\*) | -.605(\*\*) |
| Leadership | -.492(\*\*) | -.547(\*\*) | -.617(\*\*) | -.622(\*\*) | -.673(\*\*) |
| Creativity | -.239(\*\*) | -.423(\*\*) | -.369(\*\*) | -.456(\*\*) | -.465(\*\*) |

\*\* indicate value(s) significant at .05 level of significance

The Pearson’s product-moment correlation was applied to assess the relationship between different dimensions of Personality and Adjustment of Adolescents. The obtained results of correlation between Extraversion (Dimensions of Personality) with the different dimensions of Adjustment i.e. Home-Adjustment *r*(1198)=-.696, p<.005), Health-Adjustment *r*(1198)=-.747, p<.005), Social-Adjustment *r*(1198)=-885, p<.005), Emotional-Adjustment *r*(1198)=-772, p<.005) and Adjustment as a whole *r*(1198)=-893, p<.005) indicate a significant and high correlation between different dimensions of Personality and Adjustment of Adolescents. These results reveal that Extraversion (Dimension of Personality) has a significant effect on all the four dimensions of Adjustment and Adjustment as a whole. So, it represents that Adjustment is affected by the Extraversion (Dimension of Personality) completely.

Anxiety (Dimensions of Personality) with the different dimensions of Adjustment i.e. Home-Adjustment *r*(1198)=.516, p<.005), Health-Adjustment *r*(1198)=-.576, p<.005), Social-Adjustment *r*(1198)=.657, p<.005), Emotional-Adjustment *r*(1198)=.656, p<.005) and Adjustment as a whole *r*(1198)=.711, p<.005) indicate a significant and positive high correlation between different dimensions of Personality and Adjustment of Adolescents. These results indicate that Anxiety (Dimension of Personality) has a significant effect on all the four dimensions of Adjustment and Adjustment as a whole. So, it represents that the Adjustment is affected by the Anxiety (Dimension of Personality) completely.

Tough Poise (Dimensions of Personality) with the different dimensions of Adjustment i.e. Home-Adjustment *r*(1198)=.548, p<.005), Health-Adjustment *r*(1198)=.522, p<.005), Social-Adjustment *r*(1198)=.606, p<.005), Emotional-Adjustment *r*(1198)=.510, p<.005) and Adjustment as a whole *r*(1198)=.618, p<.005) states a significant and positive high correlation between different dimensions of Personality and Adjustment of Adolescents. These results show that Tough Poise (Dimension of Personality) has a significant effect on all the four dimensions of Adjustment and Adjustment as a whole. So, it represents that the Adjustment is affected by the Tough Poise (Dimension of Personality) completely.

Independence (Dimensions of Personality) with the different dimensions of Adjustment i.e. Home-Adjustment *r*(1198)=-.632, p<.005), Health-Adjustment *r*(1198)=-.673, p<.005), Social-Adjustment *r*(1198)=-.739, p<.005), Emotional-Adjustment *r*(1198)=-.557, p<.005) and Adjustment as a whole *r*(1198)=-.725, p<.005) indicate a significant and positive high correlation between different dimensions of Personality and Adjustment of Adolescents. These results show indicate that Independence (Dimension of Personality) has a significant effect on all the four dimensions of Adjustment and Adjustment as a whole. So, it states that the Adjustment is affected by the Independence (Dimension of Personality) completely.

Control (Dimensions of Personality) with the different dimensions of Adjustment i.e. Home-Adjustment *r*(1198)=-.527, p<.005), Health-Adjustment *r*(1198)=-.562, p<.005), Social-Adjustment *r*(1198)=-.588, p<.005), Emotional-Adjustment *r*(1198)=-.482, p<.005) and Adjustment as a whole *r*(1198)=-.610, p<.005) shows a significant and high correlation between different dimensions of Personality and Adjustment of Adolescents. These results indicate that Control (Dimension of Personality) has a significant effect on all the four dimensions of Adjustment and Adjustment as a whole. So, it represents that the Adjustment is affected by the Control (Dimension of Personality) completely.

Adjustment (Dimensions of Personality) with the different dimensions of Adjustment i.e. Home-Adjustment *r*(1198)=-.561, p<.005), Health-Adjustment *r*(1198)=-.585, p<.005), Social-Adjustment *r*(1198)=-.700, p<.005), Emotional-Adjustment *r*(1198)=-.408, p<.005) and Adjustment as a whole *r*(1198)=-.605, p<.005) reveals a significant and high correlation between different dimensions of Personality and Adjustment of Adolescents. These results indicate that Adjustment (Dimension of Personality) has a significant effect on all the four dimensions of Adjustment and Adjustment as a whole. So, it represents that the Adjustment is affected by the Adjustment (Dimension of Personality) completely.

Leadership (Dimensions of Personality) with the different dimensions of Adjustment i.e. Home-Adjustment *r*(1198)=-.492, p<.005), Health-Adjustment *r*(1198)=-.547, p<.005), Social-Adjustment *r*(1198)=-.617, p<.005), Emotional-Adjustment *r*(1198)=-.622, p<.005) and Adjustment as a whole *r*(1198)=-.673, p<.005) indicate a significant and high correlation between different dimensions of Personality and Adjustment of Adolescents. These results indicate that Leadership (Dimension of Personality) has a significant effect on all the four dimensions of Adjustment and Adjustment as a whole. So, it represents that the Adjustment is affected by the Leadership (Dimension of Personality) completely.

On the other hand, Creativity (Dimensions of Personality) with the different dimensions of Adjustment i.e. Home-Adjustment *r*(1198)=-.239, p<.005), Health-Adjustment *r*(1198)=-.423, p<.005), Social-Adjustment *r*(1198)=-.369, p<.005), Emotional-Adjustment *r*(1198)=-.456, p<.005) and Adjustment as a whole *r*(1198)=-.465, p<.005) show a significant and high correlation between different dimensions of Personality and Adjustment of Adolescents. These results indicate that Creativity (Dimension of Personality) has a significant effect on all the four dimensions of Adjustment and Adjustment as a whole. So, it represents that the Adjustment is affected by the Creativity (Dimension of Personality) completely.

The above findings reveal a strong negative correlation between personality and adjustment. So, the hypothesis 2 which states that ‘There exists a positive correlation between personality and adjustment of Adolescents’ stands rejected. This shows that personality factors of the adolescents affect their adjustment level. These results indicate that those adolescents who have strong personality also make proper adjustment in their personal and social lives.

**Conclusion**

 Today every parent’s desire that their children should climb the ladder of performance as high as possible. This desire for a high level of achievement puts of a lot of pressure on students, teachers, and schools and in general on educational system. Hence, a lot of time and effort of the schools are used for helping the students to acquire good personality traits, adjustment abilities as well as to achieve good scholastic endeavors. As the adolescents are pillars of the society so their personality must be developed properly by every educational institution, so they adjust completely in all the aspects of their life.

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