



THE PERSONALITY EFFECTED ON GIRLS STUDENTS BY DIMENSION OF PSYCHOLOGICAL ADJUSTMENT

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ABSTRACT

The personality pattern is composed of traits and specific qualities of behaviour which characterized the individual, unique adjustment to life as shown in his behaviour, and thought. The quality of his behaviour, expressed in the way, he adjusts to people and things in his environment is related to and determined by his self concept.

Though the personality pattern founded on the individual's hereditary endowment is the product of learning during the course of prolonged social relationship with people, both within the family and experiences out side home environment in later life determine the development of the personality adjustment.

Adjustment of girls's college students in different areas of adjustment home, health, social, emotional and over-all, which is the central point in the present study, is inflece not only by their environmental factor but also by their personal characteristics or traits which have been incorporated into their personality adjustment. These traits produce individual variation's on their adjustment in different areas-as-home, health, social, emotional and over all adjustment.

In the present study we have to investigate the impact of some personality traits or characteristics-extraversion neuroticism and anxiety on adjustment of girls collage students in different areas.

From psychological point of view 'adjustment is the process by means of which the individual attempts to maintain of level of Psychological and psychological equilibrium.'" It is more simpler adjustment refers to behaviour directed toward tension reduction . It is also true that personality of an individual consist of his contain kind of adjustment between his need and situation. A balanced personality is the of proper adjustment of an individual to his environment. The adjustment individual certainly posses more achievement motivation. Because adjusted person are free to concertrate and channelize his energies in a particular direction. This proper adjustment seems a must for student's achievement motivation.

The nature of good adjustment is also described in terms of normality. The normality means conformity ta a particular norm or standard which Is generally a statistical average and which is not converned with value of adjustment. So only deviation from the established norm is taken to be a sign of abnormality and ultimately a sign of maladjusement. But the explanation of adjustment in terms of normality, and that of maladjustment in terms of abnormality does not seen proper. A proper who statistically normal may not always be well adjustment. For example, if it has been found statistically that the average boy start masturbation by the age of 15 years, than the practice of masturbation may be considered to be normal. But it is evident that this is not a sign of healthy adjustment.

Adjustment is an important psychological psychological variable, can be difined as an index of integration, between need and satisfaction, promote or demote self-system, achieve motivation, social acceptance, sex, age, economic status as well as social status, social security and moral system. Various studies concerning adjustment have been reported. Dhapola, T.S. (1967), Tiwari J.G. and Tiwari J.N. (1981) Eysenck (1967) kumari, S.B. (2009), Chauhan, R.R.S (2006).

Further to quote Eysneck (1957) " Adjustment is a state in which the individual on the one hand the claims of the environment on the other hand are fully satisfied or the process by which this harmonious relationship can be attained".

According to Shaffer et al (1967) "Adjustment is process by which a living organism maintains balance between its need and the circumstances that influence the satisfaction of this needs.

The concept about neurotism is a personality factor characterised by neurotic or psychoneurotic symptoms. In psychoneurosis we find, according to Coleman (1972) pathological development. Trends within the personality of the individual which leads to misevaluation of environmental problems, to severe conflicts, and to inefficient personal and social adjustment. Almost invariably these pathological trends show a long development history, usually beginning in faulty parent-child relations that have led to immature and distorted attitude towards experience severe anxiety and resort to the use of unhealthy neurotic defense patterns. The neurotic response to these stresses may take many forms such as anxiety attacks, phobias and compulsions, although neurotics are mentally ill, the illness does not involve gross falsification of external reality in the sense of delusions and hallucinations, nor is it likely to cause them to engage in violent behaviour with respect either to society or to themselves. Rather they are unhappy, anxious, inefficient individuals who do not ordinarily require hospitalization but who are nevertheless badly in the need of psychiatric assistance.

The essential sequence in the development of the psychoneurotic disorders is typically:-

1. Faulty personality development immaturities distortions resulting in specific weaknesses in personality structure.
2. Evaluation of certain life situation as terribly dangerous and threatening.
3. Arousal of severe anxiety.
4. Development of neurotic defense patterns to cope with threats and anxiety.
5. Vicious circles' with lowered efficiency and a myriad of secondary symptoms such as fatigue and dissatisfaction.

INTRODUCTION

The proposal board objective of the research have been to investigate the effects of extraversion, neuroticism and anxiety on adjustment of girl college students in the areas of home, health, social, emotional and over all adjustment. In addition to this the impact of residential area on extraversion, neuroticism, anxiety and adjustment in the areas of home, health, social, emotional and overall has also been investigated.

Personality dimension or characteristics such as extraversion. Neuroticism and anxiety are enduring system within the personality of the individual. They develop within the individual along with his long term experiences and interactions with the environment. Repeated long term experiences are incorporated in personality structure forming characteristics of personality. They are stable in nature. They become predisposing factors differed individuals adjust to different situations and environments in distinctly different ways Eysenck and Eysenck (1964) have stated that the typical extrovert are sociable. They like to entertain Parties and make friends. They are talk active and do not like reading or studying by themselves. They are impulsive and crave excitement. They are fond of practical jokes, change seeking carefree, easy going, optimistic and ready answering. They prefer to keep moving, but loose temperament quickly. Their feelings are not kept under light control. They tend to plan ahead, look before the leap and disturb the impulse of the moment. They do not like excitement, take matters of life with seriousness and believe in well ordered mode of life. These feelings are manners and close control, seldom behave in an aggressive manner and do not loose temper easily. They are reliable, somewhat pessimistic and place great value on ethical standards.

The neurotic persons are anxious worrying, moody and frequently depressed. They are likely to sleep badly and suffer from version psychosomatic disorders. They are overtly emotional reacting to strongly to all sorts of stimuli and do not easily come back to normally afer every emotional experiecnes. The stable or normal the opposite of neurotics tend to respod to emotionality slowly and weekly

and return to baseline quickly after emotional arousal. They are usually calm, even tempered, controlled and unworried.

Anxiety denotes automatic response pattern characteristics of an individual. Anxiety in an individual towards an object, situation or stimulus may be high, medium or low. In higher level of anxiety the individual is highly ready to act or respond the level of tension, unrest and uneasiness is in high degree. On the other hand, in lower level of anxiety uneasiness, unrest and tension in the individual are in lower degree. He is not ready to act or respond. As a result persons of different anxiety levels respond distinctly in different ways to situation.

Adjustment can be explained as a person's interactions with his environment. Each and every individual constantly strives to meet his needs and reach his goals. At the same time he is under pressure from environment to behave in certain ways. Adjustment involves the reconciliation of personal and environmental demands. The objective of adjustive responses is to set-up an adequate relation between organism and reality. Adjustive responses aim at expression and gratification of dynamic facts within personality and reduction of tensions, frustration and conflicts. Hence it can be said that all responses whether habitual, voluntary, instinctive or emotional are adjustive, if they directed towards meeting internal and external demands in a culturally consistent and approved way.

Thus different environments bring about different experiences in individual. Girl students living in different areas rural and urban enquire different experiences and learn different reaction patterns to stimuli, objects or situation. Adjustment of girl college students in different areas e.g.-home, health, social, emotional and over-all. Which is the central point in the present research work is influenced not only by their environmental factors such a residential area but also by personality characteristics. Such as extraversion, neuroticism, anxiety etc. Which have been incorporated into their residential area because in different residential environment varying trait- constellations emerge in individuals. Such keeping in this view the principal object of this investigation is to study whether extraversion introversion, neuroticism / stability and anxiety cast. Their effects on adjustment in the areas of home, health, social, emotional and over-all. It is conjectured that

variation in residential area will produce variation in personality dimension-extraversion, neuroticism and anxiety and adjustment in different areas of girl college students.

SAMPLE :-

The investigation would be conducted on 200 girl students studying in degree classes (aged 18-22 years old) several colleges located in Siwan and Chapra district of Bihar. These two districts are parts of original one district 'Saran' district of these 200 samples, 100 rural and 100 were urban.

In selecting the sample attempt was made to get a good cross-section of the girl students studying in degree classes of this area.

Sample were down form colleges of the educational slandered. As such constituent and minority colleges of Siwan and Chapra districts under jurisdiclen jai prakash university, chapra , Bihar were selected the samples were incidental in nature and purposive sampling method was adopted for sampling. However, care was taken that all important castes falling in rural and urban girls were included.

Though the criteria for inclusion of students in the sample were as follow :-

1. Rural and Urban subjects came in equal number from each college.
2. The sample covered different castes both in rural and urban.
3. The subjects fell in the age range of 18-22 years old.
4. The subjects came from the degree of 18-22 years old.

The total sample of 200 subjects in which each group comprised, 100 girl students was drown on the basis of above criteria. Caste wise break up of the rural girl students is presented in table-1 while that of urban girl students is presented in table-2.

TABLE- 1: SHOWING CASTE WISE BREAK-UP OF RURAL GIRL STUDENTS :-

| CASTE/SUB-CASTES | NUMBER OF SUBJECTS |
|------------------|--------------------|
|------------------|--------------------|

| | |
|----------|----|
| Bhumihar | 18 |
|----------|----|

| | |
|---------|----|
| Brahmin | 25 |
|---------|----|

| | |
|-------------------------|----|
| Awadhiya (koery, kurmi) | 05 |
|-------------------------|----|

| | |
|----------|----|
| Kayastha | 11 |
|----------|----|

| | |
|-------|----|
| Dhobi | 02 |
|-------|----|

| | |
|-----------------|----|
| Sheikh (Muslim) | 06 |
|-----------------|----|

| | |
|---------------|----|
| Syed (Muslim) | 04 |
|---------------|----|

| | |
|--------|----|
| Rajput | 15 |
|--------|----|

| | |
|-------|----|
| Yadav | 10 |
|-------|----|

| | |
|-------|----|
| Lohar | 02 |
|-------|----|

| | |
|------|----|
| Teli | 02 |
|------|----|

N=100

TABLE-2 : SHOWING CASTE-WISE BREAK-UP OF URBAN GIRL STUDENTS:-

| CASTE/SUB-CASTES | NUMBER OF SUBJECTS |
|------------------|--------------------|
|------------------|--------------------|

| | |
|----------|----|
| Bhumihar | 20 |
|----------|----|

| | |
|---------|----|
| Brahmin | 15 |
|---------|----|

| | |
|-------------------------|----|
| Awadhiya (koery, kurmi) | 05 |
|-------------------------|----|

| | |
|----------|----|
| Kayastha | 28 |
|----------|----|

| | |
|-------|----|
| Dhobi | 02 |
|-------|----|

| | |
|-----------------|----|
| Sheikh (Muslim) | 04 |
|-----------------|----|

| | |
|---------------|----|
| Syed (Muslim) | 03 |
|---------------|----|

| | |
|--------|----|
| Rajput | 12 |
|--------|----|

| | |
|-------|----|
| Yadav | 02 |
|-------|----|

| | |
|-------|----|
| Lohar | 02 |
|-------|----|

| | |
|------|----|
| Teli | 02 |
|------|----|

| | |
|---------|----|
| Marwari | 04 |
|---------|----|

N=100

Though from the caste wise break-up of both samples it is evident that nearly all major castes have constituted the samples.

TABLE-3 :

Distribution of anxiety scores of

Rural group

| CLASS INTERVAL | f |
|----------------|----|
| 61-65 | 03 |
| 56-60 | 06 |
| 51-55 | 08 |
| 46-50 | 11 |
| 41-45 | 14 |
| 36-40 | 11 |
| 31-35 | 16 |
| 26-30 | 13 |
| 21-25 | 07 |
| 16-20 | 07 |
| 11-15 | 04 |

N=100

Mean =36.90
S.D =11.7643

Distribution of anxiety score of

Urban group

| CLASS INTERVAL | f |
|----------------|----|
| 66-70 | 07 |
| 61-65 | 12 |
| 56-60 | 03 |
| 51-55 | 02 |
| 46-50 | 04 |
| 41-45 | 06 |
| 36-40 | 29 |
| 31-35 | 11 |
| 26-30 | 17 |
| 21-25 | 06 |
| 16-20 | 03 |

N=100

Mean =41.51
S.D=10.9099

TABLE-4:SHOWING MEANS, S.D_s. 't' – RATIO OF ANXIETY SCORES OF RURAL AND URBAN G.S

| Subjects | Means | S.D _s | N | df | T ratio | Leve of significance |
|----------|-------|------------------|-----|-----|---------|----------------------|
| RGS | 36.90 | 11.968 | 100 | 198 | 2.943 | 0.1 Level |
| UGS | 43.00 | 10.909 | 100 | | | |

The mean on anxiety score of rural girl students (RGS) is 36.90 while that of urban girl students (UGS) is 43.00 which is presented in table-5. The obtained t-ratio is 2.943 which are higher than the required value for significance at .01 level of anxiety, so the rural girl students (RGS) is significantly lower than the urban girl students (UGS) on anxiety. So the hypothesis that girl student shall be significantly lower than urban girl students on anxiety stand verified.

RESULTS :-

Extraversion improves health adjustment and social adjustment but it does not cost its significant impact on home adjustment, emotional adjustment and overall adjustment.

Neuroticism impairs home adjustment, health adjustment, social, emotional and over all adjustment.

Higher level of anxiety impairs home, health, social, emotional and over all adjustment.

Residential area significantly influences adjustment in the areas of home, health and emotional adjustment but it does not significantly influence social and over all adjustment.

Rural girl students are significantly higher than urban girl student on health adjustment.

Urban girl students are significantly higher than rural girl student on home adjustment and emotional adjustment.

Residential area significantly influence levels of extraversion, neuroticism and anxiety.

Urban girl students are significantly higher than rural girl students on extraversion.

Urban girl students are significantly higher than rural girl students on neuroticism.

Urban girl students are significantly highr than rural girl students on anxiety.

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