



STUDY OF PERSONALITY TRAITS IN RELATION TO ADJUSTMENT AMONG COLLEGE STUDENTS

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Abstract: This study has been undertaken to investigate the effect of personality traits on adjustment among college students. Personality Inventory by Singh and Singh (1971) and Indian Adaptation of Bells Adjustment Inventory by Sharma (1988) was used to study personality traits and adjustment respectively. A sample of 100 college students was selected randomly from colleges of Patiala and Sangrur districts. Inferential statistical was used for analysis of the data.

Key words: Personality traits, Adjustment, College students

INTRODUCTION: Education is a process in which and by which knowledge, character and behaviour of the young are shaped and moulded (Drever). In its wider sense, education is the process through which total development of personality of an individual takes place. It is a life-long process of growth and development. Individual students need to be given challenges and opportunities to pursue relevant answers to questions themselves and to develop life – long learning capabilities as well as content knowledge.

The schooling process is very much interlinked with the life process in the area of learner. The reputation of a school influences the life of society in terms of the students. The formal education as it is provided in the traditional classrooms of educational institutions such as schools to large number of children simultaneously according to a particular pattern through a specific programme aiming at achieving particular goal. But it fails to touch certain aspects of one's personality and may leave it completely Under loved. As we are living in exponential times certainly there is a need to change this formal

traditional classroom teaching which also known as basic to basic conventional education or customary education.

Personality

Personality a characteristic way of thinking, feeling and behaving. Personality embraces moods, attitudes and opinions and is most clearly expressed in interactions with other people. It includes behavioural characteristics both inherent and acquired that distinguish one person from

another and that can observed in people's relations to the environment and to the social group.

The word personality is derived from the Latin word 'persona' which means 'Mask' which Greek actors use to wear during to outer appearance but now it is known that just outer appearance can be stated as personality. But personality traits is some total of internal and external behaviour of person.

Adjustment

In psychology adjustment refers to the behavioural process of balancing conflicting needs or needs challenged by obstacles in the environment. Humans and animals regularly adjust to their environment. For example when they are stimulated by their physiological state to seek food they eat to reduce their hunger and thus adjust to the hunger stimulus. Adjustment disorder occurs when there is an inability to make a normal adjustment to some need or stress in the environment.

Successfully adjustment is crucial to having a high quality of life. Those who are unable to adjust well are more likely to have clinical anxiety or depression. As well as experience feelings of hopelessness anhedonia difficulty, concentrating, sleeping problems and reckless behaviour.

REVIEW OF RELATED LITERATURE

Hullin (2012) studied student personality traits related to TOEIC and GEPT. A total 110 surveys were distributed and 100 surveys were returned with a return rate of 91% with 9% missing data. Results showed that 3 of the 5 examined personality traits were statistically significant. Further more TOEIC and GEPT tests did not influence personality traits and GEPT participation for student personality traits. The finding did not help statistical difference in foreign language class room ancient and class room structure for statistician and personality traits. The results of this research might influence educational organizations, government and company decision and state future studies should be enlarged to strengthen the

generalizability of this research.

Kumar & Singh (2015) studied effect of home adjustment on anxiety and achievement motivation of adolescents. The sample of study was 200 adolescents. The sample was selected on the basis of purposive sampling technique. The selection was made from coaching institute of Patna district of Bihar Bell's adjustment inventory and Bharavas achievement motivation test questionnaire were used for the study. The results of the study revealed that home adjustment is positively correlated with anxiety among adolescents. However inverse relationship found between home adjustment and achievement motivation of adolescents.

SIGNIFICANCE OF THE STUDY

The primary responsibility for cultivating adjustment patterns among the children lies with parents with whom they spend the best part of their formative years. Therefore much depends upon the foundations of adjustment patterns lay in the early experiences in the home. But inspire of this the influence of the teacher is no less important than the parent. Therefore, it is the teachers responsibility to accept that of the learner is and to keep him to gain healthy constructive adjustment. Home promotes satisfaction and security. The degree of adjustment of an individual exhibits in her behaviour with other. So, the ease with home adjustment. Health also plays prime role in the development of one's personality traits. Physically and mentally healthy person always feels herself well adjustment in society then the unhealthy one. Adjustment to college in valves a variety of demands differing in kind and degree and requiring lot of coping responses or adjustments. It is not only academics with which the students are concerned they are equally affected by the social and emotional changes. Extraversion personality traits has positive effect on social educational and general adjustment and neurotics has negative effect on the emotional social and general adjustments.

OBJECTIVES OF THE STUDY

1. To study the adjustment level of college students in relation to gender.
2. To find the relationship between personality traits and adjustment of college student.
3. To find the relationship between personality traits and adjustment of male and female college students
4. To find the relationship between personality traits and adjustment of rural and urban college students.

HYPOTHESES OF THE STUDY

1. There will be no significant gender difference in personality traits among college students.
2. There will be no significant location – wise difference in personality traits among college students.
3. There will be no significant gender–wise difference in adjustment of college students.
4. There will be no significant location–wise difference is adjustment among college students.

DELIMITATIONS OF THE STUDY

1. This study was confined to only 100 college students.
2. This study was confined to Patiala and Sangrur district.

SAMPLE OF THE STUDY

In order to conduct the present study a sample of 100 college students (50 male and 50 female) will be selected randomly from different colleges of Patiala and Sangrur districts.

SCHOOLS COVERED IN SAMPLE

Table
Showing Distribution of Students

S. No.	Name of the College	No. of Students
1.	Akal Degree College, Mastuana	30
2.	Public College, Samana	15
3.	Khalsa College, Patiala	10
4.	Jasdev Singh Sandhu Degree College, Patiala	20
5.	Mohindra College, Patiala	12
6.	Asra Institute of Advanced Studies, Sangrur	13

TOOLS TO BE USED

1. Personality Inventory by Singh and Singh (1971).
2. Indian Adaptation of Bells Adjustment Inventory by Sharma (1988).

STATISTICAL TOOLS

The statistical techniques employed to concise picture of whole data, so that it can be comprehended. It is employed to test the hypothesis in the study. The data was treated statistically. Mean, Standard Deviation, Mean Difference and t-ratio were calculated to find out the significance.

RESULTS AND DISCUSSION

Analysis involves the breaking up of existing complex factors into simpler parts and the putting these parts together in new arrangement for the purpose of interpretation of data, It is difficult task to search truth from raw data unless treated significantly with the help of statistical analysis, keeping this in view, the data gathered for the present study have been arranged and interpreted.

Hypothesis 1: There is no significant gender difference in personality traits among college students.

Table 1

Gender Difference in Personality Traits among Rural Male and Female(N=50)

Group	N	Mean	SD	t-value	Significant
Male	50	21.68	4.04	0.82	Not significant at both level
Female	50	21.10	4.18		

Table1 shows that mean scores of personality traits of rural college students male and female is 21.68 and 21.10 respectively with standard deviation 4.04 and 4.18 respectively. The t-value of 0.82 which is not significant at both level. That means null hypothesis is accepted. It means there is no significant difference between personality traits of male and females.

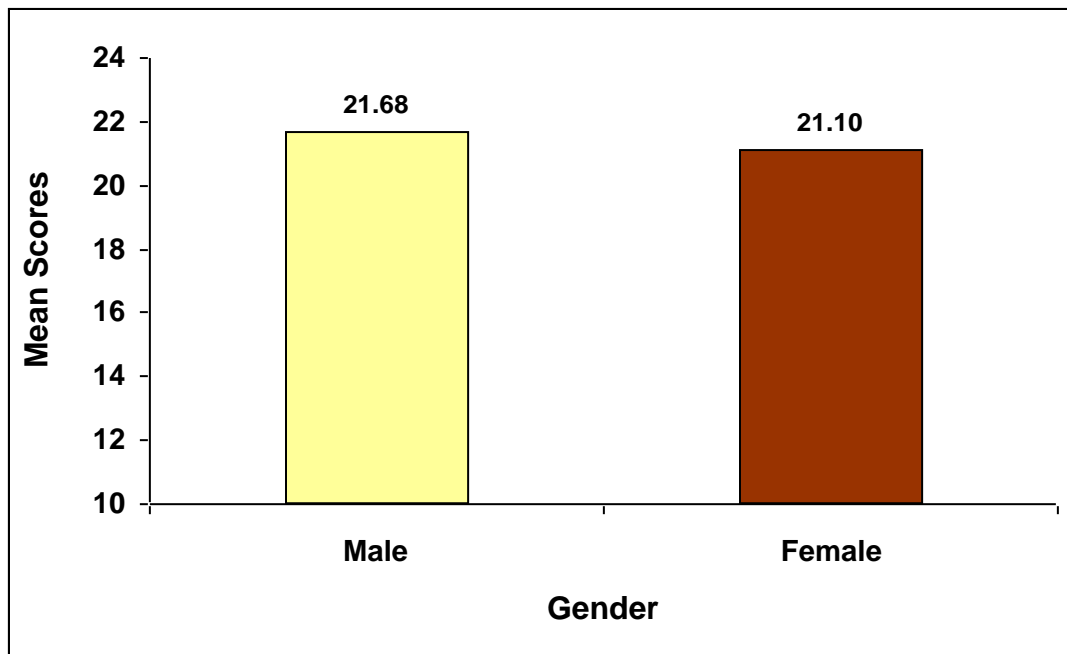


Figure 1: Gender Difference in Personality Traits among Rural Male and Female of College Students
Hypothesis 2: There is no significant location-wise difference in personality traits among college students

Table 2
Difference in Personality Traits among Rural and Urban College Students Male and Female (N=50)

Group	N	Mean	SD	t-value	Significant
Rural	50	21.54	4.75	0.94	Not significant at both level
Urban	50	21.74	4.65		

Table 2 shows that mean scores of personality traits rural and urban college students male and female is 21.54 and 21.74 respectively with standard deviation 4.75 and 4.65. The t-value 0.94 which is not significant at both level. The null hypothesis is accepted. That means there is no significant difference between the personality traits of rural and urban students.

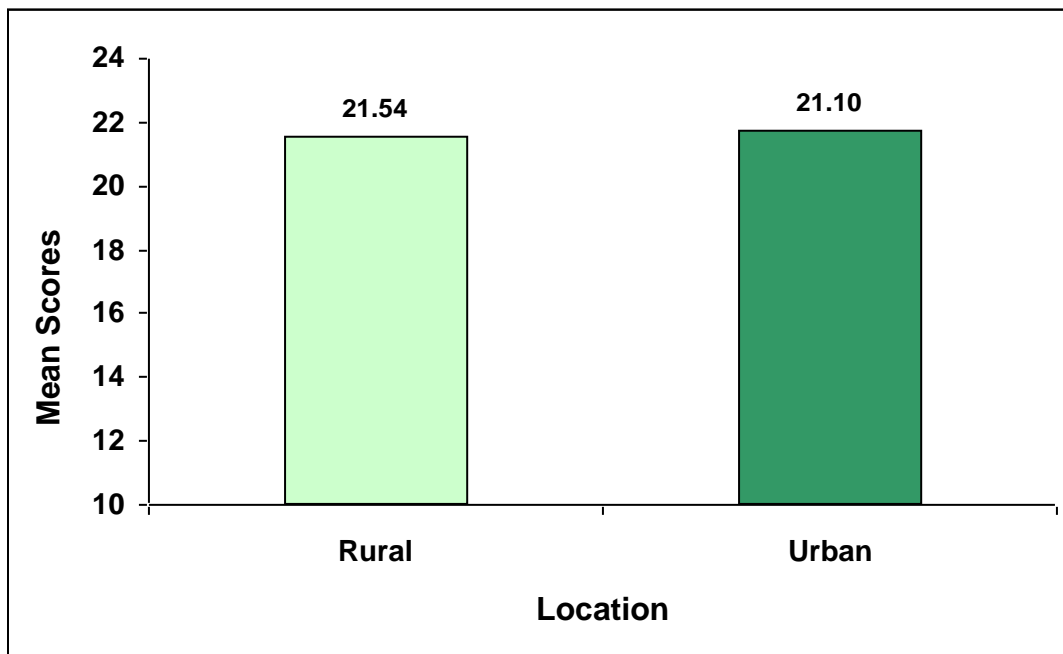


Figure 2: Difference in Personality Traits among Rural and Urban Male and Female

Hypothesis 3: There is no significant gender-wise difference in Adjustment of college students.

Table 3

Differences in Adjustment among Rural and Urban College Students Male and Female (N=50)

Group	N	Mean	SD	t-value	Significant
Male	50	33.50	6.34	1.31	Not significant at both level
Female	50	32.34	6.78		

Table 3 shows that mean scores of adjustment male and female is 33.5 and 32.34 respectively with standard deviation 6.34 and 6.78. The t-value 1.31 which is not significant at both level. The null hypothesis is accepted. That means there is no significant difference between the adjustment of males and female students.

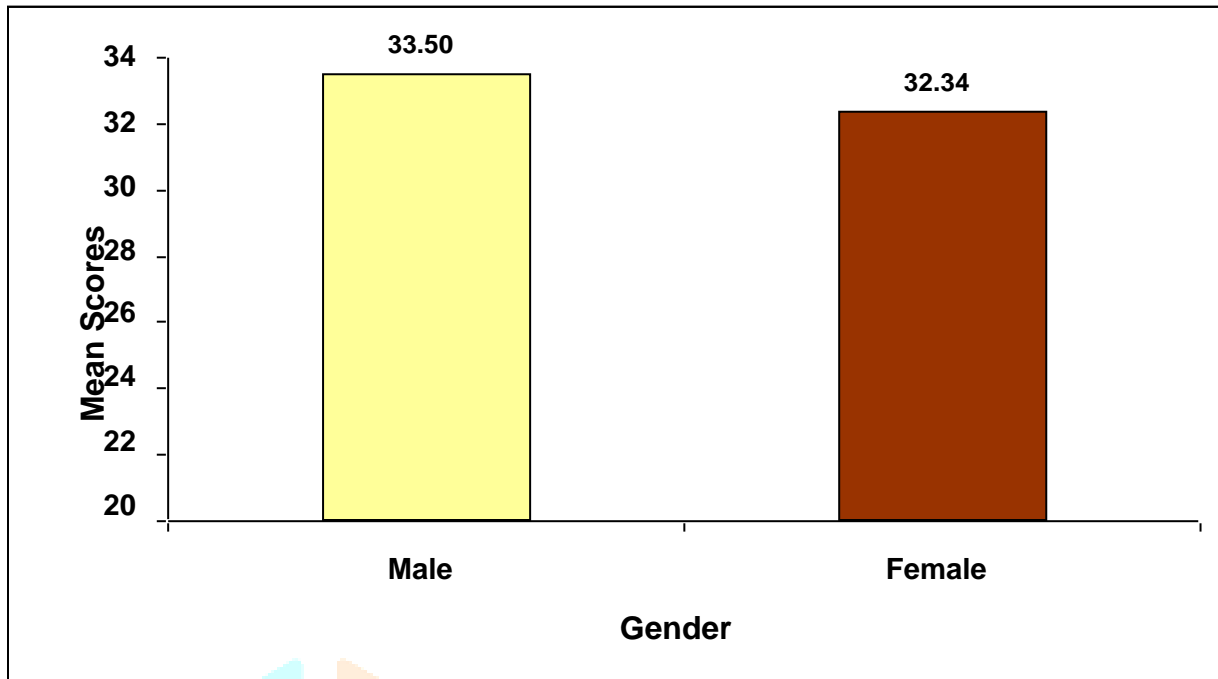


Figure 3: Difference in Adjustment Rural and Urban College Students Male and Female

Hypothesis 4: There is no significant location-wise difference in adjustment among college students.

Table 4

Gender Differences in Adjustment among Rural Male and Female of College Students (N=50)

Group	N	Mean	SD	t-value	Significant
Rural	50	31.80	7.25	1.41	Not significant at both level
Urban	50	35.16	6.85		

Table 4 shows that mean scores of adjustment of rural and urban college students male and female is 31.80 and 35.16 respectively with standard deviation 7.25 and 6.85 respectively. The t-value 1.41 which is not significant at both level. That means null hypothesis is rejected. It means there is significant difference between the Adjustment of rural and urban students.

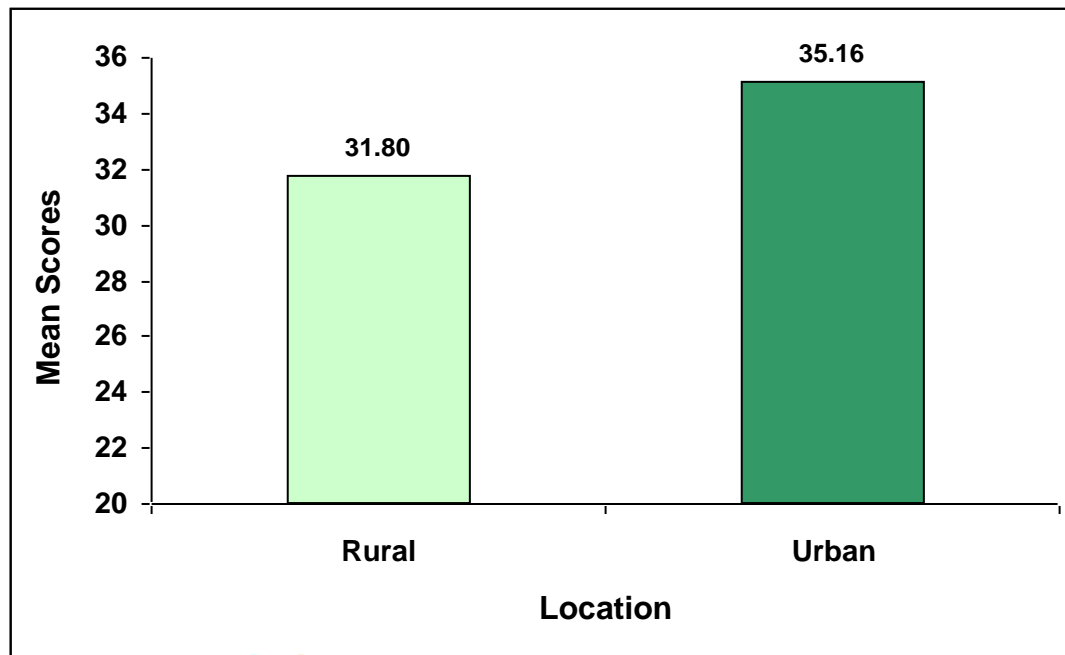


Figure 4: Gender Differences in Adjustment among Rural Male and Female of College Students

Testing of Hypotheses

1. There will be no significant gender difference in personality traits among college students. So our first hypotheses "*There will be no significant difference between personality traits of male and female*" is accepted.
2. There will be no significant location-wise difference in personality traits among college students. So our second hypotheses "*There will be no significant difference between the personality traits of rural and urban students*" is accepted.
3. There will be no significant gender-wise difference in adjustment of college students. So our third hypotheses "*There will be no significant difference between the adjustment of male and female students*" is accepted.
4. There will be no significant location-wise difference in adjustment among college students. So our fourth hypotheses "*There will be no significant difference between the adjustment of rural and urban students*" is accepted.

CONCLUSIONS

1. There exist no significant differences between personality traits of male and female students
2. There exist no significant difference in adjustment of males and female students.
3. There exist no significant difference in adjustment of rural and urban students.
4. There exist no significant difference in personality traits between rural and urban

students.

EDUCATIONAL IMPLICATIONS

1. Every student has got some hidden potentials. These potentials are to be identified and developed among the students by parents and teachers and through proper guidance so that that students can study effectively and through purposefully without wasting their time and energy.
2. Development of the personality is one of the important aim of education. There teachers, educators should put maximum efforts for the development skills of the students by providing them enrichment programmes and remedial measures respectively.
3. Children with personal inadequacies and who are maladjusted in the school environment should be identified or recognized. The problem children require special attention.
4. Special care should be given to students who isolate themselves from others. School activities should be designed in such a way that every student receives due attention from the teacher.
5. The generation gap between parents and children creates conflicts in the family. Adolescents often experience conflicts, dilemmas, whether in observing the traditional familial values or in adhering to new emerging values.

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