



# PERSONALITY TRAITS AND ACADEMIC ADJUSTMENT OF HIGHER SECONDARY STUDENTS OF BALASORE DISTRICT OF ODISHA.

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**Abstract:** The study examined the study of personality traits and academic adjustment of higher secondary school students of the Balasore district. This study adopted descriptive survey methods of research. Participants were 100 (50 boys and 50 girls) students of Remuna Higher Secondary School and F.M. Higher Secondary School of Balasore district. They were selected by using stratified random sampling. For the collection of data, the researcher used two standardized namely, adjustment inventory for secondary school students standardized by A.K. P. Sinha and Dr. R.P. Singh (2013), and the five-factor model of personality developed by Prof. Paul Costa and Robert M.C. CraeCare). Then the collected data were analyzed with the help of statistical techniques like- Pearson's product moment coefficient of correlation and independent t-test, and tested at 0.05 and 0.01 levels of significance. The results showed that there is a significant positive relationship between personality traits and academic adjustment of and boys girl's students of higher secondary school. The results also revealed that there is no significant difference between boys and girls students of higher secondary school in terms of personality traits. The findings also revealed that girl students are more adjustable than boy students.

**Key Terms** – personality trait, academic adjustment, higher secondary school.

## INTRODUCTION:

Achieving academic success is influenced by a multitude of factors, ranging from cognitive abilities and study habits to motivation and environmental circumstances. However, an often-overlooked aspect that significantly impacts academic adjustment is an individual's personality traits. Personality traits play a pivotal role in shaping how students adapt to the challenges of the academic environment and their ability to thrive academically. This article aims to delve into the relationship between personality traits and academic adjustment, shedding light on the key factors that contribute to success in educational settings. Personality is the integration of all of a person's traits, abilities, and motives as well as his temperament, attitudes, opinions beliefs, emotional responses, cognitive styles, character, and morals. So, the term personality encompasses all aspects of human behavior (**Gage & Berliner, 1975**). Personality may be hard to define, but we know it when we see it. A major part of coming to understand ourselves is developing a sense of what our personality characteristics are. We all make personality judgments about the people we know. We even form impressions about the personalities of people we do not know but have only read about. (**Morgan, King, Eisz, & Schopler, 1993**). Personality is a term used in psychology to indicate all those aspects and attributes of a person which identify him as an individual. "It consists of the distinctive patterns of behavior (including thoughts and emotions) that characterize each individual's adaptation to the situation of his or her life (**Walter Michel (1976)** Personality is not a fixed state but a dynamic totality that is continuously changing due to interaction with the environment. (**Sharma Y. K., 2010**) "It is the total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the disposition and tendencies acquired by experience" (**Morton Prince 1929**). Personality includes everything about the person, his physical, emotional, social mental, and spiritual make-up. It is all that a person has about him. (**Mangal S. K., 2008**). The five-factor model of personality includes five component which is conscientiousness, openness to experience, emotional stability, extraversion, and agreeableness.

#### 1. Conscientiousness:

A personality attribute known as conscientiousness is linked to responsibility, organization, and attentiveness. High conscientiousness students are more likely to set specific goals, use time management skills, and show self-discipline. These people take an active role in their education by frequently attending class, turning in assignments on time, and maintaining a set study schedule. Their diligence has a good impact on academic adjustment, resulting in better grades and overall performance.

#### 2. Openness to Experience:

The degree of one's intellectual curiosity, creativity, and readiness to experiment with novel concepts is referred to as one's openness to experience. With higher openness students are more likely to embrace innovative ideas, exercise critical thinking, and actively seek out different viewpoints. This characteristic encourages a passion for learning, flexibility in dealing with novel circumstances, and a readiness to take intellectual risks. Open-minded students are more likely to actively participate in class debates, study different academic fields, and work on their independent research projects.

### 3. Emotional Stability:

An individual's capacity to successfully manage and regulate their emotions is referred to as emotional stability, sometimes known as neuroticism. The stress and difficulties of academic life are easier for students who have more emotional stability to manage. They are resilient, upbeat, and have a healthy way of handling adversity. Student attention, stress management, and a balanced study approach are all made possible by emotional stability.

### 4. Extraversion:

The traits of extraversion include assertiveness, sociability, and a penchant for interpersonal relationships. Extraversion can have some benefits, even while introversion does not necessarily indicate poor academic adjustment. Extraverted people often join study groups, participate more actively in class discussions, and look for opportunities to collaborate. These social connections can promote better learning opportunities, the sharing of ideas, and the availability of useful materials.

### 5. Agreeableness:

The ability to be understanding, cooperative, and respectful of others is referred to as agreeableness. Agreeableness can affect academic adjustment through interpersonal interactions and social support, although not having a clear correlation to academic accomplishment. High levels of agreeableness in students increase their chances of developing good relationships with peers, teachers, and mentors. They are more likely to participate in cooperative learning, ask for assistance when necessary, and gain from a positive learning atmosphere in the classroom.

According to the dictionary, "adjustment" is to make appropriate, adapt, arrange, modify, harmonize, or make corresponding. As a result, when we modify or adapt two objects, we do it so that they can respond to one another. Regulating, adapting, or settling are all examples of adjustments. "Adjustment is frequently used interchangeably with accommodation and adaptation. According to Monroe (1990), the phrase technically refers to equilibrium outcomes, which can be impacted by either of these processes. As stated by Good (1959), "Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment". A sequence of adjustments starts when a need is felt and ends when it is satisfied. For example, Bell (1958) has taken five areas or dimensions in his adjustment inventory, namely, home, health, social-emotional, and occupational. Arkoff (1968) in his book: "Adjustment and Mental Health" describes the behavioral processes by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments.

## NEED OF THE STUDY:

Personality Trait, a psychological attribute influences the personal and social development of an individual. Researchers in various parts of the world found that personality is a significant predictor for social, emotional, and academic adjustment of students at every stage of their education starting from primary to higher level (Abood,2020). But, the Undergraduate stage of education brings a distinct developmental characteristic to the student's life. Gabriela (2010) concluded that there is a higher rate of school dropout due to the inability to adapt to school. She found out that 60% of students who cannot adjust to college drop out early in school. Sahin, Arseven, and Kilic (2016) reported that students who cannot establish good relationships with their friends, teachers, and school administration, who do not like the school and the subjects have a higher tendency to be absent from school and to drop out of school. Fan and Wolters (2014) also stated that the individual causes of school dropouts include difficulty to adjust with the school curriculum. Here, students leave their homes and stay in the institutional hostel, explore new environments, and experience an extensive curriculum where adjustment becomes an essential part of life for the students. The students who get adjusted in a better manner perform satisfactorily and the students who do not get adjusted in a better manner perform unsatisfactorily (Bhagat and Puja,2017) in their academic careers. Literature documented inconsistent answer to the question of Whether Personality Trait influences the academic adjustment of students or not. For Example, the study of **Gihar & Sharma (2015)** found a significant positive relationship between personality traits and adjustment whereas the study of **Devi (2011)** found a significant negative relation between personality traits and adjustment among the students. The review of related literature shows that there are quite a few studies available which explore the relationship between personality traits and adjustment but adjustment of adolescents has not been studied extensively. there are only a few studies that investigate the relationship between personality trait and their adjustment to academic achievement (Sarita and Sujata,2020) personality traits and academic adjustment (Abba and Isa,2019; Devi, Kiran, Sudhar and Shakila,2020) studied on school students (Nayak and panda,2018; Sahu and Jha, 2020) and studies conducted in the college students (Damar,2018; Ananda and Annadurai,2017; Kumar and Singh,2017). Personality traits are the actual predictor of adjustment (Downes and Ramula,2011). So, the study is focused on the personality traits and academic adjustment of higher secondary students of the Balasore district.

### 2.1 Objectives of the Study:

1. To find out the significance of the difference between boys and girls in higher secondary school students about their personality traits.
2. To find out the significant difference between boys' and girls' higher secondary school students about their academic adjustment.
3. To study the relationship between personality traits and academic adjustment among boys' higher secondary school students.
4. To study the relationship between personality traits and academic adjustment among girls' higher secondary school students.

## RESEARCH METHODOLOGY

In this research, the Descriptive Survey Method was used for the present study to explore the relationship of independent variable personality traits with the dependent variable Academic adjustment.

### 3.1 Population and Sample

The populations of the present study were consisting of 11<sup>th</sup> and 12<sup>th</sup>-grade Students studying in Higher Secondary Schools of the Balasore District affiliated with CHSE, Odisha. The sample of the present study were 100 students studying in 11<sup>th</sup> and 12<sup>th</sup> grade at two different higher secondary schools of Balasore district affiliated by CHSE, Odisha Namely Remuna Higher Secondary School and Fakir Mohan Higher Secondary, Balasore. 50 Students from each Higher Secondary School were collected including both males and females to represent the entire population truly. The schools were selected Randomly and Students Studying in these schools were taken with simple random sampling. In this way, random sampling was used to select the sample of the present study.

### 3.2 Data and Sources of Data

In this research, the Descriptive Survey Method was used for the present study to explore the relationship between personality traits and Academic adjustment. The investigator used the Adjustment Inventory for Secondary School Students Standardized by A.K.P. Sinha and Dr. R.P. Singh (2013) and The Five Factor Model of Personality Developed by Prof. Paul Costa and Robert M.C. Crae (2003). The data analysis for the present study was done quantitatively with the help of inferential statistics independent t-test and Pearson's product moment Co-Relation as it was aimed to examine the relationship between personality traits and Academic Adjustment of Secondary school students. The data analyzed and interpreted are presented in clear and concise form.

## IV. RESULTS AND DISCUSSION

### 4.1 Analysis of Objective 1

**Analysis of Relationship of Personality Trait and Academic Adjustment of Boys Students Studying in Higher Secondary Schools.**

variable	N	r	Df	Interpretation
Personality Trait	<b>50</b>	<b>0.98</b>	<b>48</b>	Significant at 0.05 and 0.01 level
Academic Adjustment	<b>50</b>			

The above table 4.1 shows the relationship between personality traits and academic adjustment of the boy's higher secondary school students. After finding out the raw score of personality traits and academic adjustment of the selected sample the investigator then tried to set up a relationship between the two variables by employing Pearson's Coefficient of Correlation. It is indicating that there exists a very high



positive relationship (0.98r) between the personality trait and academic adjustment of the boys' higher secondary school students. Thus, the previously framed hypothesis that states that there is no significant relationship between personality traits and academic adjustment of boys' higher secondary school students is rejected as the calculated Pearson's Correlation is greater than the table value at 0.05 and 0.01 level of significance.

#### 4.2 Analysis of Objective 2

##### Analysis of the Relationship of Personality Trait and Academic Adjustment of Girls Students Studying in Higher Secondary Schools.

variable	N	r	Df	Interpretation
Personality Trait	<b>50</b>	<b>0.97</b>	<b>48</b>	Significant at 0.05 and 0.01 level
Academic Adjustment	<b>50</b>			

The above table 4.1 shows the relationship between personality traits and academic adjustment of the Girl's higher secondary school students. After finding out the raw score of personality traits and academic adjustment of the selected sample the investigator then tried to set up a relationship between the two variables by employing Pearson's Coefficient of Correlation. It is indicating that there exists a very high positive relationship (0.97r) between the personality trait and academic adjustment of the Girls' higher secondary school students. Thus, the previously framed hypothesis that states that there is no significant relationship between personality traits and academic adjustment of boys' higher secondary school students is rejected as the calculated Pearson's Correlation is greater than the table value at 0.05 and 0.01 level of significance.

#### 4.3 Analysis of Objective 3

##### Analysis of the difference between Boys and Girls higher secondary school students about Personality Traits.

variables	Mean	Sd	N	t-ratio	Df	Interpretation
Boys	<b>171.48</b>	<b>60.67</b>	<b>50</b>	1.60	98	Not Significant at 0.05 and 0.01 level
Girls	<b>152.92</b>	<b>50.33</b>	<b>50</b>			

The table shows the Mean and Sd of the personality trait of Boys and Girls higher secondary school students, with their numbers from both genders. It was resulting that the t-value from the comparison of personality traits of both the boys and girls group was 1.60 which is less than the Table value of 1.98 at 0.05 level of significance and 2.63 at 0.01 level of significance with the df 98 which justifies the answer that there is no significance of difference existing between the personality trait score of boys and girls higher

secondary school students, so the null hypothesis stated earlier that is there is no significance of the difference between the mean score of the personality trait of higher secondary boys and girls students was accepted and the answer pointed out that Boys and Girls higher secondary school students studying in Balasore district do not differ significantly about their mean personality trait score.

#### 4.4 Analysis of Objective 4

##### Analysis of the difference between Boys and Girls higher secondary school students in relation to Academic Adjustment.

variables	Mean	Sd	N	t-ratio	Df	Interpretation
Boys	<b>40.44</b>	<b>7.28</b>	<b>50</b>	7.06	98	Significant at 0.05 and 0.01 level
Girls	<b>48.46</b>	<b>3.81</b>	<b>50</b>			

The table shows the Mean and Sd of Academic Adjustment of Boys and Girls higher secondary school students, with their numbers from both genders. It was resulting that the t-value from the comparison of personality traits of both the boys and girls group was 7.6 which is greater than the Table value 1.98 at 0.05 level of significance and 2.63 at 0.01 level of significance with the df 98 which justifies the answer that there is a significance of difference existing between the academic adjustment score of boys and girls higher secondary school students, so the null hypothesis stated earlier that is there is no significance of the difference between the mean score of the personality trait of higher secondary boys and girls students was rejected and the answer pointed out that Boys and Girls higher secondary school students studying in Balasore district differ significantly in relation to their mean academic adjustment score.

#### Findings:

The research revealed a significant positive relationship between personality traits and academic adjustment for boys in higher secondary schools. This suggests that boys who possess certain personality traits tend to exhibit better academic adjustment, implying the potential influence of individual traits on their educational experience. Similarly, the study found a significant positive relationship between personality traits and academic adjustment for girls in higher secondary schools. This indicates that girls with specific personality traits are more likely to experience improved academic adjustment, highlighting the importance of considering individual differences in understanding students' educational outcomes. The research discovered no significant difference in personality traits between boys and girls in higher secondary schools. This suggests that both genders exhibit a similar range of personality traits, emphasizing that personality traits are not inherently gender-specific and can be found across the student population. However, there was a significant difference in terms of academic adjustment between boys and girls. Girls, in particular, demonstrated higher levels of academic adjustment compared to boys. This finding implies

that factors other than personality traits, such as social and environmental influences, may contribute to the differences observed in academic adjustment between the two genders.

The study highlights the positive relationship between personality traits and academic adjustment for both boys and girls in higher secondary schools. Although no significant difference in personality traits was found between genders, girls exhibited higher levels of academic adjustment and adaptability. These findings emphasize the importance of considering the interplay between personality traits, gender, and other contextual factors when addressing academic adjustment issues among higher secondary school students in the Balasore district.

### **Conclusion:**

This research study explored the relationship between personality traits and academic adjustment among higher secondary school students in the Balasore district. The findings provide valuable insights into the factors influencing students' ability to adapt and thrive in their academic environment. The results indicate that both boys and girls benefit from possessing certain personality traits that contribute to better academic adjustment. This suggests that students with specific traits, such as conscientiousness, openness to experience, and emotional stability, may have an advantage in effectively navigating the challenges of higher secondary education. While there were no significant differences in terms of personality traits between boys and girls, the study identified a notable disparity in academic adjustment. Girls exhibited higher levels of adaptability, indicating that they may possess additional strengths or face different external influences that contribute to their superior adjustment. These findings have implications for educators, parents, and policymakers. Recognizing the impact of personality traits on academic adjustment can aid in developing targeted interventions and support systems that cater to individual student needs. Furthermore, understanding gender differences in academic adjustment can inform strategies to create a more inclusive and equitable learning environment for all students. Overall, it is important to note that this study focused solely on the Balasore district and may not be fully representative of other regions or cultural contexts. Further research is needed to validate and expand upon these findings in different settings. This research contributes to the body of knowledge surrounding the complex interplay between personality traits and academic adjustment among higher secondary school students. By acknowledging the importance of personality traits and addressing gender differences in academic adjustment, stakeholders can work towards fostering a conducive educational environment that promotes the holistic development and success of students in the Balasore district and beyond.



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