



ADJUSTMENT AND PERSONALITY FACTORS AMONG ADOLESCENTS REARED BY PARENTS

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ABSTRACT :

In pursuance of the commitments and recommendations of various international organizations and committees, the year 2003 has been declared as the year of ONE BILLION ADOLESCENTS in India, indicating the importance of adolescents in the development of the nation. The document has made several recommendations of which specialized studies to understand the nature of changes in the growth and development of the personality is one. The modern aim of education is the wholesome, balanced or harmonious development of the personality. Educationist and psychologists are busy in building harmonious personality of an individual. Thus personality is the apex and crux of psychology and education. The present study attempts to know the adjustment level and personality factors among adolescents reared by parents. This study has been conducted on 150 (75 males and 75 females) school going students who are studying in class XI and XII respectively with the age range 16-19 years. For measuring these variables the Adjustment inventory by A.K.P. Sinha and R.P.Singh, and High School Personality Questionnaire (HSPQ) by S.D. Kapoor and K.K. Mehrotra were used. This study reveals that there is significant difference on personality traits and adjustment level among male and female adolescents reared by parents. The review critically examines the literature on each traits included in this study and provides suggestions for future research.



KEYWORDS : adjustment, personality traits, adolescents.

INTRODUCTION:

Adolescence is a period of transition between childhood and adulthood and is highly associated with physical, biological, psychological, cognitive, emotional, and social changes (Kaplan, 2004).

The transition between childhood and full adulthood is a critical developmental period shaped by individual, familial, social, and historical circumstances. The central task of this age period is nearly universal: to become ready to assume the major roles played by mature members of the social group (Larson, et al., 2002).

At each phase in life we need to confront the issues in adjustment. Yet, we need to confront much issue amid immaturity. This is essential phase of human life. Part of physical, mental, conduct and social changes just as advancement happen amid this stage. Amid youthfulness individual stays neither youthful nor old, in this manner adolescence is known as the period of progress.

Adjustment has a great deal of impact on personality. An outgoing person individual is able to do better changes when contrasted with a contemplative person individual on the grounds that a social

butterfly individual is increasingly social. Their advantage lies in the episodes of the outer world. Their personalities are progressively affected by the outside condition and not the interior assumptions, where as the loner people are secluded from others and are egotistical. Such people are not energized by the ecological changes around them. So also adjustment is additionally affected by the social help. The people having high social help are found to have better adjustment capacities when contrasted with the people having low social help.

Adjustment is affected by both personality and social help. Loner people and people looking for low social help have poor change capacities when contrasted with extraverts and people profiting higher social help.

All learning of brain science and training is eventually identified with comprehension or advancement of personality. Anthropologists and later psycho-examiners, therapists and specialists wound up interested with the job that individual personality played in understanding the likenesses and contrasts among social orders and social framework. Joined hence by the sociologists and political specialists, they built up the main major combined collection of hypothesis and research on social structure and personality. The people living in the social orders with societies unique in relation to our very own appearing unmistakable personality qualities is clear from even slight colleagues with individual from different social orders.

HYPOTHESES

- There will be no gender difference in the level of adjustment among adolescents reared by parents
- There will be no gender difference in the personality factors among adolescents reared by parents.

METHOD

Design

The present research is a field study in which the adjustment level and personality factors of adolescents reared by parents were assessed. Independent variable is gender i.e. males and females whereas dependent variable is adjustment level and personality factors.

Sample

For the present study an incidental purposive random sample consists of 150 adolescents reared by parents was taken, both males and females between the age group of 16 to 19 years of the Jodhpur city.

Tools

➤ Adjustment Inventory

This is a widely used adjustment inventory in research work developed by Dr. A.K.P. Sinha and Dr. R.P. Singh. It measures the adjustment of secondary school students in three areas of adjustment: Emotional, Social and Educational. The inventory contains 60 items which are equally distributed amongst the three areas of adjustment i.e. 20 items measure Emotional adjustment, 20 items measure Social adjustment and 20 items measure Educational adjustment.

➤ High School Personality Questionnaire

For the present study, the researcher has used the 'High School Personality Questionnaire (HSPQ)' constructed and standardised by S.D.Kapoor and K.K. Mehrotra. The HSPQ is a standardised test which can be given with in a class period, to an individual or in groups, to yield a general assessment of personality development. The High School Personality Questionnaire measures fourteen distinct dimensions or traits of personality which cover the total personality of individual. By working with these fourteen scores, the psychologists can obtain predictions of, e.g., school achievement of vocational fitness, of danger, of delinquency, of likelihood, of leadership qualities, of need for clinical help in avoiding neurotic conditions etc. The reading level of the test is adapted to ages 11 or 12 upto 18 years. It is one of the most reliable and valid test of personality.

The fourteen personality traits measured by HSPQ are as follows:

FACTOR A - Reserve V/s Outgoing; FACTOR B - Less Intelligent V/s More Intelligent; FACTOR C - Affected by Feelings V/s Emotionally Stable; FACTOR D - Phlegmatic V/s Excitable; FACTOR E - Obedient V/s Assertive; FACTOR F - Sober V/s Happy-go-lucky; FACTOR G - Expedient V/s Conscientious; FACTOR H - Shy V/s Venturesome; FACTOR I - Tough Minded V/s Tender Minded; FACTOR J - Vigorous V/s Doubting; FACTOR O - Placid V/s Apprehensive; FACTOR Q2 - Group Department V/s Self Dependent; FACTOR Q3 - Indisciplined, self-conflicted V/s controlled; FACTOR Q4 - Relaxed V/s tensed.

RESULT AND DISCUSSION

Table-1. Showing Means, SD's and 't' values for different adjustment level among adolescents reared by parents with respect to their gender.

Variables	Gender	N	Mean	SD	t	df	Sig. (2-tailed)
EA	Female	75	16.34	2.58	5.41**	148	.000
	Male	75	13.73	3.28			
SA	Female	75	12.62	2.50	1.85	148	.066
	Male	75	11.84	2.69			
EAd	Female	75	14.40	3.46	1.92	148	.056
	Male	75	13.37	3.03			
OA	Female	75	43.37	6.52	3.70**	148	.000
	Male	75	38.94	8.02			

*** P<0.001 ** P<0.01 *P<0.05

The means for the gender (i.e. males and females) of the three adjustment levels and overall adjustment are given in Table -1. The two groups in focus were the male and female adolescents reared by parents of Jodhpur. Taking into consideration the first dimension of adjustment is emotional adjustment mean score of males was 13.73 and females mean score was 16.34. At the surface level this table implies that the females were more different on emotional adjustment. On the basis of scores it can be said that female adolescents have poor emotional adjustment with the 't' values of 5.41 (significant at 0.01 level). Lau and Kwok (2000) concluded that a cohesive, orderly and achieving family environment is conducive to more positive development among adolescents. He observed that college students possessing strong positive feeling towards recollection of early childhood family influences also possessed greater confidence in themselves and in others as well as greater perceptions of academic self- efficacy. The second dimension of adjustment is social adjustment. The mean score on social adjustment of males and females were 11.84 and 12.62, respectively. The table implies that the sample were more or less similar on social adjustment. Although the 't' value in this dimension turned out to be non significant. The third dimension of adjustment is educational adjustment and the mean score of males on this dimension is 13.37 and females are 14.40. Apparently it seems that the respective groups of the sample more or less similar on this dimension thus far do not meet the required significance levels as per the 't' test. As the 't' value being 1.92.

The overall adjustment mean scores of males and females were 38.94 and 43.37, respectively. On face value it may be said that male adolescents are slightly better as far as overall adjustment are concerned and the female adolescents are less adjustable differ significantly on having 't' value of 3.70 (significant at 0.01 level). Talukdar, Narendra, Nurayan; and Mala, Chaliha (2008) made a study on "Adjustment problems of adolescent students". The result of the study revealed that : (i) Home, health, social and educational adjustment of male student are found to be average. Male student's emotional adjustment is not satisfactory. Most of the students were afraid of telling their problems to teachers and parents. (ii) Home and health adjustment of female students were slightly unsatisfactory. Their social adjustment was average. Their emotional problems are more that their male counterpart. Educational adjustment of female students was found to be unsatisfactory. Overall adjustments of female students

are unsatisfactory. Carson (1927) observed that on entering the college the freshman faces a number of new adjustment Problems for which he is usually uninterrupted. So, there should be right way to develop proper adjustment in the college school students to tie over all the maladies that are existing in college Hafiz Mudasir, Shazia Majeed (2014).

Table- 2. Showing Means, SD's and 't' values for different personality factors among adolescents reared by parents with respect to their gender.

Variables	Gender	N	Mean	SD	t	df	Sig. (2-tailed)
A	Female	75	13.13	2.60	6.05**	148	.000
	Male	75	10.61	2.49			
B	Female	75	5.88	1.68	2.54*	148	.012
	Male	75	5.18	1.64			
C	Female	75	10.48	2.65	2.08*	148	.039
	Male	75	9.61	2.42			
D	Female	75	8.29	3.07	.931	148	.354
	Male	75	7.85	2.70			
E	Female	75	8.21	2.77	.031	148	.976
	Male	75	8.20	2.53			
F	Female	75	11.18	2.54	3.06**	148	.003
	Male	75	9.89	2.61			
G	Female	75	12.21	2.37	1.64	148	.102
	Male	75	11.44	3.30			
H	Female	75	9.69	2.73	2.07*	148	.039
	Male	75	8.80	2.52			
I	Female	75	13.17	2.41	2.80**	148	.006
	Male	75	12.02	2.58			
J	Female	75	8.42	2.10	1.37	148	.172
	Male	75	8.92	2.28			
O	Female	75	9.45	2.46	.720	148	.473
	Male	75	9.77	2.95			
Q2	Female	75	10.93	2.56	2.48*	148	.014
	Male	75	9.92	2.42			
Q3	Female	75	9.74	2.65	1.88	148	.062
	Male	75	9.00	2.17			
Q4	Female	75	9.13	2.78	2.12*	148	.035
	Male	75	8.21	2.50			

Table – 2 indicates the mean values for fourteen personality factors. The mean values for males and females for the personality factor 'A' i.e. reserve v/s outgoing as 10.61 and 13.13. Having a glance at the mean scores it can be said that the female adolescents have more outgoing nature as they scored higher than the male adolescents which shows that males are of reserve nature. The 't' value of 6.05 proves to be significant at 0.01 level. The parallel statistics of mean for personality factor 'B' of males and females were 5.18 and 5.88, respectively. It shows that females are more intelligent in comparison to males. The 't' value of 2.54 proves to be significant at 0.05 level. A glance of the personality factor 'C' i.e. affected by feelings and emotionally stable, table indicates the mean scores of male and female adolescents as 9.61 and 10.48, respectively. Female adolescents scored higher than the male adolescents. The 't' value of 2.08 proves to be significant at 0.05 level.

The mean scores of males and females were 7.25 and 8.29 both the groups are almost similar on the personality factor 'D' i.e. phlegmatic v/s excitable with the 't' value of 0.931 is not significant at both the levels. The mean scores for personality factor 'E' i.e. obedient v/s assertive of male and female adolescents were 8.20 and 8.21, respectively. Both the groups are equal on this personality factor. The 't' value of 0.031 indicates to be non significant. The range of the mean scores of personality factor 'F' (sober v/s happy-go-lucky) for male and female adolescents reared by parents was 9.89 and 11.18. On the basis of obtained scores female adolescents appeared to be more cheerful, talkative, expressive and carefree whereas males appeared to be sober and serious. The difference of mean between male and female adolescents reared by parents show the 't' value 3.06, significant at 0.01 level. The mean scores for personality factor 'G' (expedient v/s conscientious) of males and females were 11.44 and 12.21, respectively. Both the groups are equal on this personality factor. The 't' value of 1.64 indicates to be non significant.

On the personality factor 'H' (shy v/s venturesome) the mean scores of males was 8.80 and of females was 9.69. On the basis of this small comparison it can be said there is difference between both the samples. On this facets, the 't' value being 2.07, it is significant at 0.05 level. In comparison to the mean scores of male and female adolescents reared by parents for the personality factor 'I' i.e. tough minded v/s tender minded both the groups are differ with the mean values of 12.02 and 13.17, respectively. Female adolescents score high on this factor which indicates there tender minded nature whereas male adolescents show practical and tough minded nature. These groups differ significantly on having 't' value of 2.80, it is significant at 0.01 level. Bhatt (1990) found that non-problematic female group had higher ego strength than the female problematic groups. Bharagava and Sexana (1997) found that the adolescents of both the sexes differ significantly on emotional construction and difficulty in establishing close personal relationships, abundance of creativity impulses and dependency and degree of empathy and anxiety concerning bodily function.

The mean scores of males and females were 8.92 and 8.42 both the groups are almost similar on the personality factor 'J' (vigorous v/s doubting) with the 't' value of 1.37 is not significant at both the levels. The mean scores for personality factor 'O' (placid v/s apprehensive) of males and females were 9.77 and 9.45, respectively. Both the groups are equal on this factor. The 't' value of 0.720 indicates to be non significant. The basic statistics of means for personality factor 'Q2' i.e. group dependent v/s self dependent of male and female adolescents reared by parents was 9.92 and 10.93. The mean scores show female adolescents are temperamentally independent, accustomed to going his own way whereas male adolescents prefers to wish and make decisions in consultation with other people and depicts on social approval. The 't' value 2.48 differ significantly at 0.05 level on this personality factor.

The mean scores of males and females were 9.00 and 9.74 both the groups are almost similar on the personality factor 'Q3' with the 't' value of 1.88 is not significant. According to the statistical analysis leading to the mean values of 8.21 for male adolescents and the mean scores of 9.13 of female adolescents reared by parents on personality factor 'Q4' i.e. relaxed v/s tensed. On the scale of personality factor, male adolescents are relaxed than the other group shows tensed and restless nature. The groups proves to be significant at 0.05 level with the 't' value of 2.12. Gaur and Gupta (2004) concluded that family provides most of the early environment influence upon the personality which remains throughout the life. It is the greatest socializing agency in all contemporary cultures. In the family it is the parents who play a major role in the overall development of the child by using different parenting styles. These parenting styles determine the personality development of the children. Thus, family has been the dominating institution both in the life of the individual and in the life of the community.

CONCLUSION

The present study through different stages of investigation arrived to the following conclusions, which were the results of systematic statistical methods as well as qualitative analysis of the data. Female adolescents have poor emotional adjustment and are less adjustable as compared to male adolescents. On the personality factors female adolescents have more outgoing nature, more intelligent,

cheerful, talkative with tender minded but tensed in nature. The findings of the present study reveal that there are certain profiles which can be improved, so as to improve the personality profiles of adolescent males and females. Among the adolescent males the personality profiles Obedient, conscientious, tender—minded and controlled should be emphasized and developed. Among the adolescent females the personality factors—warm hearted, adventurous and self—sufficient should be emphasized and developed. Parents should give freedom to their wards, but this freedom should not be so unrestricted that their wards would grow up undisciplined and uncontrolled.

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