

A STUDY OF ADOLESCENT'S PERSONALITY TYPE RELATION TO THEIR ADJUSTMENT AND ACADEMIC ACHIEVEMENT

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ABSTRACT

Human life has two aspects, biological and sociological the biological aspect of human life is maintained and transmitted by nutrition and reproduction whereas the social aspect of human life is maintained and transmitted by education. The researcher has taken X class 1000, students' as sample. The investigator used incident stratified random sampling technique for the collection data. It was concluded that:-

- In any sub group of adolescents, there are less number of introverts and more number of ambiverts.
- The ambiverts exhibits better degree of adjustment and introverts as of poor degree of adjustment whereas the extroverts are in between on their adjustment status.
- The high levels of academic-achievers are mostly introvert-adolescents and the ambiverts show low level their academic achievement. However the extroverts remain in between in their academic achievement.

As the adolescents are full of bubbling energy and they always become engaged in some activities which effect on their personality and even their academic achievement. Further, they often are observed in some type of quarrelling or in the some form of groups. These events make effect on adolescent's personality, adjustment and the academic achievement. The present study is certainly served as eye awakening to school teachers.

KEYWORDS: Adolescents, Extrovert, Introvert, Ambiverts, Personality, Adjustment

INTRODUCTION AND CONCEPTUAL BACKGROUND

Human life has two aspects, biological and sociological. The biological aspect of human life is maintained and transmitted by nutrition and reproduction whereas the social aspect of human life is maintained and transmitted by education. Education is necessary for the survival of the society and it also cater for the complete development of man and to make him a well adjusted person in the world. Education aims at the harmonious development of an individual. A harmonious balance should be kept between feeling knowing and doing.

As proposed by the Gandhi "Education is an all-round drawing out of the best in the child and man body, mind and spirit". Gandhi upheld the value of Physical labor and gave it the central place in his scheme of education. To Gandhi, "work was the central principal of life and of education". He held that useful manual labour, intelligently performed is the means par excellence for developing the intellect. Knowledge is not a special activity divorced from the total life process. It is not just whatever can be clothed in verbal language knowledge and experience is inextricably woven together.

Experience should always proceed and not follow verbal knowledge. All round development is possible only when it proceeds simultaneously with the education of the physical, mental and spiritual faculties.

Education is to have a holistic outlook, free from all prejudice. Man is part of nature and it nature is not cored for, it would boomerang on man only right education and deep affection between people is needed every where to resolve many human problem. It should be practiced as a way life and not as a more philosophical endeavor.

Personality

The broader aim of education is preparing the learners for harmonious living. There are a number of factors like Physique, Physical attractiveness, Family Relationships: Parental dominance, Heredity Culture, Home Factors, School factors. These all factors of personality reflects in one's extroversion, introversion or of ambiversion. Social Factors have been found important in the personality development of adolescent learners. Some of these are important in childhood and continue to be important in adolescent. Others were relatively unimportant in childhood but become more important in adolescence, while still others that were important in childhood are of less importance an adolescence.

Adjustment

Adjustment is a very important factor for better achievement of secondary school students.

A number of physical and psychological changes occur in all dimensions of human development. All the aspects of the growth and development; physical, intellectual, emotional, social moral etc. are closely linked. The process of adjustment starts from the birth of the child and continues till his death. The concept of adjustment is as old as human race on earth. Thus it is considered that proper adjustment is very essential for normal behavior of adolescent.

Hence the researcher felt that a study on personality, adjustment of adolescents with regards to certain selected variables would go a long way in answering some of the questions raised.

Need of the Study

The study is undertaken because of the universal importance given to adolescents. School and society in this regional play a vital role in shaping and molding the personality of the adolescents. Adjustments are a very important factor for better academic achievement and for effective educational pursuit. The psychological misery that stems from inadequate adjustment is reason enough to study the problem in the hope that adjustment failures can be understood and prevented or successfully treated when they occur

The circulative effect of millions of decisions determines outcome of people's lives. Decision making is s critical components of not only personal life but also is a critical component of not only personal life but also academic life in many professions.

Hence, there is earnest need for teachers, parents to focus attention on the personality adjustment of the adolescents.

Scope of the Study

The present study is confined to the personality, adjustment level of adolescents. The researcher has taken X class students' as sample for the investigation. The study is limited to the selected variable such as gender, locality, and medium,

type of school, economic background, home environment and academic achievement.

Problem of the Statement

“A Study of Adolescents' Personality Type in Relation to their Adjustment and Academic-Achievement.”

Fictional Diffinitins of the Key Terms

The Functional diffitins of the key terms used in the present study are:

Personality

Personality is the particular Combination of cognitive, emotional, attitude and behavioral response patterns of an individual reflecting in the manner: Innovation or Extroversion or Ambiversion.

Adolescent

For the purpose of this study a student boy or girl studying in class X in any recognized or private school is considered as an adolescent.

Adjustment

The harmonious relationship between the individual and his or her human environment is taken as “Adjustment”

Academic Achievement

The average of the score obtained by the students in their X class examination was considered as their aggregate academic achievement.

OBJECTIVES OF THE STUDY

- To survey the adolescents on their personality topic.
- To assess the adolescents on their adjustment.
- To find out the level of academic achievement of the adolescents.
- To find out the distribution of adolescents on their personality types.
- To categories the adolescents in terms of different adjustment status.
- To categories the adolescent in term of varied levels of academic achievement.
- To find out the association between personality type and adjustment of adolescents.
- To find out the association between personality type and academic achievement of adolescents.
- To find out the association between adjustment and academic advisement of adolescents.

Delimitations

The study was delimited to adolescents studying X class only during the school year, 2014-15 in Tehri-Garhwal district of uttarakhand only.

The study was confined to 12 of the 20 dimensions of the personality of teenager's tool.

Geographical Area of the Study

Out of the 13 district in the state of UK, Tehri-Garhwal districts was randomly selected for this study.

Population for the Study

The population for the study consisted of adolescents studying in 10th class in Govt. High School of Tehri Garhwal district.

Sample Distribution

The researcher selected schools from Tehri Town and its surrounding rural area. From these schools the 1000 students were included in the sample on the basic of their availability in the school on the very date of data collection. Tehri-Garhwal is one of the Hilly district of Garhwal regions of Uttarakhand State of India. It has its famoussity due to construction of Tehri-Dam, One of the highest in the world. Its head quarter in New- Tehri Town which is novel in terms of Architectural Constriction In this district mostly Government Schools are functioning and academically. The pupils studying there in these schools are above average.

Data Collection Tools

- Indian Adaptation of Jung Personality inventory Standardized by P.F. Ajjij and Rekha Gupta Standardized tools were adopted for data-collection.
- Indian Adaptation of Bell's Adjustment inventory Standardized by A.K.P. Shinha & R.P. Singh.

Tabularization of Data

The following tables ware prepared for data analysis and interpretation in the light of the objectives of the study.

Table 1: Distribution of Adolescents into Personality-Types

N	Introverts	Extroverts	Ambiverts
1000	254 (25%)	478 (42%)	268 (45%)

It appears from above table that nearly adolescents of every sub-group consist of 25% as Introverts, 42%, as Extroverts and 45% as Ambiverts. It leads to infer that every sub-group of adolescents is composed of maximum Ambiverts and minimum of introvert's personality type.

Table 2: Categorization of Adolescents in Terms of Adjustment

Status with Reference to Their Personality-Types

Personality-Type	Adjustment-Status		
	Better	Moderate	Poor
Introverts	13%	25%	62%
Extroverts	42%	36%	22%
Ambiverts	45%	39%	16%

The data presented in the table exhibits that

- Only 13% of the introverts experienced better adjusted whereas 45% of the ambivert are better adjusted. It means the introvert adolescents feel minimum better adjusted where as the maximum ambirts personality type adolescents appear better adjusted.
- The poor adjustment of adolescents may be owing to their higher degree of introvert personality and as they make efforts in change of their personality their degree of adjustment gets increased.
- In comparison to extroverts the ambiverts appeared more adjusted. It suggests the adolescents should make effort produce change in their introversion extroversion personality towards ambivertion.
- As a whole, the moderate or better degree of adjustment was observed increasing among the ambiverts in comparison to introverts or extroverts.

Table 3: Categorization of Adolescents in Terms of Academic Achievement Level With Reference to Their Personality-Types

Personality-Type	Academic-Achievement Level		
	High	Average	Low
Introverts	52%	31%	17%
Extroverts	30%	49%	21%
Ambiverts	18%	20%	62%

The is evinced from the above table that –

- The maximum numbers of high academic achiever adolescents were found to be introvert personality. It means introversion personality type adolescents are more concentrated on their studies in comparison to extroverts and ambiverts.
- The minimum numbers of high academic achievers were observed to be adolescents of ambivert personality.
- The maximum numbers of ambivert adolescents were noticed to be of low level of Academic achievers.
- The extrovert adolescents were found to be possessing high academic achievement than to those of ambiverts but in low degree than to introverts.
- As a whole, it can be inferred that as the adolescent changes from introversion to ambiversion his academic achievement gets diminished. In other words, an ambivert adolescent has to make himself introverts if he desires of high academic achievement.

Major Findings

- In any sub group of adolescents, there are less number of introverts and more number of ambiverts.
- The ambiverts exhibits better degree of adjustment and introverts as of poor degree of adjustment whereas the extroverts are in between on their adjustment status.

- The high levels of academic-achievers are mostly introvert-adolescents and the ambiverts show low level of their academic achievement. However the extroverts remain in between in their academic achievement.

Educational Implication of the Study

- As the adolescents are full of bubbling energy and they always become engaged in some activities which effect on their personality and even their academic achievement. Further, they often are observed in some type of quarrelling or in the some form of groups. These events make effect on adolescent's personality, adjustment and the academic achievement. The present study is certainly served as eye awakening to school teachers.
- The findings of the study may motivate the parents to keenly observe their word's personality type and his academic performance.
- The school authorities even may get motivation towards the increasing of academic performance of their school-pupils by channelizing their extroversion or ambiversion personality by paying more attention on their academic studies.
- The study may be helpful to adolescent students in getting improved their school-adjustment and academic achievement.

Suggestions for Further Research

- There is a need to study the impact of course material particularly related to culture, religious practices, ancient text etc. in promoting the desired personality structure in the adolescents.
- Researchers may look into studies related to school practices that are conducive for personality development.
- Studies on adolescent's personality may focus on dimensions wise analysis and influences on the school behavior of adolescents.
- The typical adjustment styles of adolescents in hostels in boarding schools, school-environment towards socio-economic and political change can be included in the future research projects.

General Remark

The study has been under taken to gain new insights into personality adjustment and academic-achievement of adolescents. It is found that individuals differ in personality types, status of adjustment and in levels or academic-achievement. However the difference is not significant enough with regard to most of the variables selected for the study, except in case of type of school, order of birth and economic background with regard to adjustment and academic-achievement.

Further, the second major finding of the study is that adolescents showed significant association between personality and adjustment, personality and academic achievement, adjustment and academic-achievement but all the two do not have significant association with academic achievement. It indicates that the present academic environment is not conducive enough to promote an integrated and holistic personality of adolescents.

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