

## Personality Types and Adjustment Level of JNV Students

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### Abstract

This study examined the effect of personality types (extroversion and introversion) on adjustment level among the Jawahar Navodaya Vidyalaya (JNV) students. The included areas of adjustment are – home, health, social and emotional. Sample of the study consists of 180 students studying in ninth and tenth grade at various JNVs of Assam state, India. The study revealed the lack of significant relationship between extrovert type of personality and adjustment level of students but, in case of introversion, data shows significant relationship on home, health and social adjustment of the students and lack of significant relationship in emotional area of adjustment.

**KEYWORDS:** Personality types, adjustment level, JNV students.

### Introduction:

Jawahar Navodaya Vidyalaya (JNV) scheme is an innovative scheme in the area of education. This scheme is a unique experiment unparalleled in the accounts of school education in India. Its significance lies in the section of talented rural children as the target group and the attempt is to provide them with quality education comparable to the best in a residential school system. JNVs are fully residential and co-educational schools affiliated to Central Board of Secondary Education (CBSE) with class from VI to XII standard. Being residential school it is mandatory for the students to stay in the hostels, where they have to adjust with different students from different family environment in which personality has a great impact.

In the process of adjustment, personality of an individual is one of the important aspects. There are different factors like physique, physical attractiveness, family relationship, parental dominance, heredity, culture, home factors, school factors that have been found important in the personality development of an individual. The adjustment process of students of JNV is quite different from other students who have studied from their home under parental care. So in this context, their adjustment processes differ from others. In the environment of JNV there is great scope for making proper adjustment as they live with their friends of different backgrounds. But there are many possibilities of facing different problems too, as they are deprived from family care and love and have to adjust with everyone out there. They have to adjust with their changing situation where personality plays a significant role due to reciprocal relationship between personality and adjustment. Therefore we can make the assumption that personality influences adjustment, it is the potential determinant of adjustment.

### Review of related work:

**Kashinath (1990)** conducted a study with a view to find out the adjustment problems of students studying in JNVs when students were classified according to their sex (boys and girls) and locality (rural and urban). Dimensions of the study were emotional, social and educational. 68 students of JNVs - 48 rurals and 20 urban, 50 boys and 18 girls- constituted sample for the study. The study revealed the following : i)there is no significant difference between rural and urban students, and between the boys and girls studying in JNVs in respect of their adjustment problems; ii) there is no significant difference between the urban boys and girls in respect of their emotional and social adjustment problems, iii) there is significant difference between the urban boys and girls studying in JNVs in the area of educational adjustment, iv) there is no significant difference between rural boys and girls studying in JNVs with respect to adjustment problems in the three areas viz: emotional, social and educational, v)there is no significant difference between urban and rural boys studying in JNVs with respect to emotional, social and educational adjustment, vi) there is significant difference between rural and urban girls studying in JNV with respect to emotional and educational adjustment, and vii) there is no significant difference between rural and urban girls studying in JNVs with respect to social adjustment.

**Talwar , M.S (1992)** of Karnatak University conducted a study entitled “ an investigation into the adjustment problems of students studying in JNVs”, with a sample of all vii class students in seven JNVs in Karnataka. The findings of the study were presented in terms of the item on questionnaire as follows: i) unhappiness due to unpleasant comments of classmates(74.45%) .ii)irritation and unhappiness due to unpleasant comments of the house master/mistress (72.35%) , iii) lack of delicious foods in the mess (65.75%) iv) never remember food of mess during vacation, v) requirement of more time to fully understand the items taught in subjects i.e English.vi) finding teaching methods beyond one’s learning capacity. vii) no- liking for continuous comprehensive evaluation.

**Begur,R (1997)** conducted a study entitled “ A study of adjustment problems of students in a Navodaya Vidyalaya”. Findings of the study showed that students had a series of emotional problems of students. Teacher who were very strict and did not allow students to express their feelings were also found as stimuli for emotional problems of students. The need for a support programme for teachers was identified which would help students for better adjustment.

**Nirmala Devi (2011)** “A study of adjustment of students in relation to personality and achievement motivation”. The study conducted by the investigator was a sincere attempt , to understand the problems of adjustment faced by adolescents in areas-emotional, social, educational and general/total sphere. Educational personnel can review the plan for reforms in school educational programmes accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Harayana. It was found that extroversion has positive effect on social, educational and general adjustment and neuroticism has negative effect on the emotional, social, educational and general adjustment. Effect of other secondary aspects on adjustments like sex and schools location are also analysed and found that rural students proved better than the urban students on social, educational and general/total adjustment.

### **Significance of the study:**

JNVs are established for providing quality education especially to the rural talented children beyond the socio economic condition of family. Therefore the economically backward section of our country have adversely benefited by this scheme. In JNV, students have to experience a new type of academic life in terms of curriculum transaction, residential, activities, three language formula, migration system and exposure to the various sophisticated infrastructural facilities. Students join the JNV at standard VI, come from different background and schools. As an individual form a group in a new environment which is altogether different in terms of residential, food, life, teaching learning. Adjustment process of an individual is significantly determined by his personality. Personality of an individual may be extrovert or introvert. There are different determinants of personality among them home and school environment are two most important determinants. In case of JNVs, they are deprived from family environment where they have to adjust with everyone out there. There is no doubt that they get rich environment in JNV, but at the same time they are deprived from family care and love too, for that reason they may get to face some adjustment problem therefore, there is a need to ascertain the adjustment level of the JNV students in relation to their personality.

### **Statement of the problem:**

On the basis of the above mentioned need and significance, it has been decided to carry a study on the Adjustment level of the JNV students in relation to their personality type and the relationship is also studied. Hence, the study has been entitled as “**Personality types and Adjustment level of JNV students**”.

### **Objectives:**

The study is designed to carry on the following objectives-

1. To identify the adjustment level of the student of JNV of Assam.
2. To study the personality types of the students of JNV of Assam.
3. To study the relationship between adjustment level and personality types of the students of JNV.

### **Hypothesis :**

Ho1: there is no significant relationship between adjustment level and personality types of students of JNV.

### **Variables of the study:**

1. **Dependent variables:** Adjustment level
2. **Independent variable:** Personality type

### **Delimitation of the study:**

The study is limited to the following ground:

- Present study is delimited within the state of Assam. Only the JNV of assam have been taken for the study.

- Students of class IX and X of JNVs of Assam have been selected for the study.

### **Methodology and Design of the study :**

Keeping in view the objectives of the present study, the investigator has used the following procedure of the study.

**Methods of the study:** In the present study, descriptive survey method has been used.

**Sample for the study:** The sample for the study included 180 students studying in the ninth and tenth standard of different JNV schools of Assam state, India by using cluster sampling technique.

#### **Tools used:**

- **Bell's Adjustment Inventory developed by Dr. R.K.Ojha (2006):** the Adjustment Inventory has four parts- home, health, social and emotional. Each part has thirty five statements, which have to be answered in 'yes' or 'no'. The norm of the inventory has been classified in terms of four categories that is for high school students, intermediate students, degree students and post-graduate students. For the purpose of the study the norms table for high school students has been chosen, from which three levels-satisfactory, average and unsatisfactory have been selected to assess the adjustment level of the students.
- **Personality Inventory (Extroversion-Introversion) developed by Dr Yashvir Singh and Dr Har Mohan Singh (2011):** the test consists of fifty six items in all, out of these questions thirty four are marked with an asterisk and twenty two are without asterisk mark, which have to be answered in 'yes', 'no', and 'don't know'. The scoring procedure is to assign 1 mark to 'yes' answers for all the questions marked with dotted statement and to 'no' answers for question without any mark. The total score was the algebraic sum of 'yes' answers on asterisk marked question and of 'no' answers for without asterisk marks.

The researcher explained and administered the questionnaires to the participants in their schools. The participants provided the best of their cooperation and returned the completed questionnaires after answering of the 215 questionnaires distributed 180 were found properly filled and were used for analyses.

**Statistical Techniques:** In order to analyse the collected data percentage calculation, Pearson's correlation have been used.

### **Analysis and Interpretation:**

**Objective 1: To identify the adjustment level of the students of JNV of Assam.**

Data has been collected by using the above mentioned scale. As per test manual we get four areas of adjustment - home, health, social and emotional. In each area, we find three levels of adjustment that is satisfactory, average and

unsatisfactory, which have been applied to assess the adjustment level of the students and these are presented below

**Table: 1**

**Table showing number and percentage of students at different levels and areas of adjustment**

AREAS	LEVELS OF ADJUSTMENT			TOTAL
	S	A	UN	
HOME	5 (2.8%)	77 (42.8%)	98 (54.4%)	180
HEALTH	20 (11.1%)	60 (33.3%)	100 (55.6%)	180
SOCIAL	6 (3.3%)	47 (26.1%)	127 (70.6%)	180
EMOTIONAL	3 (1.7%)	21 (11.7%)	156 (86.7%)	180

Here, S=satisfactory, A=average, UN=unsatisfactory

The above table represents different extent of adjustment level of the students in the four areas of adjustment home, health, social, emotional, in which percentage of unsatisfactory level in all the areas of adjustment is high, which indicates that students have adjustment problem in all the areas of adjustment and if we compare within the dimensions we find that, unsatisfactory level is higher in the emotional area of adjustment (86.7%), which indicates students have highest problem in that area and lowest percentage is found in the home area of adjustment (54.4%).

**Objective 2: to study the personality types of the students of JNV Assam**

Collected data has been scored as per the instruction given in the above mentioned scale and presented in the following manner

**Table :2**

**Identification of different personality types of students**

Personality Types	Frequency	Percentage
EXTROVERT	78	43.33%

INTROVERT	102	56.67%
Total	180	100 %

Table shows that 43.33% of the sampled students have extrovert and 56.67% have introvert type of personality.

**Objective 3: to find out the relationship between adjustment level and personality types of the student of JNV.**

Pearson correlation was used for finding out the relationship of the two variables, which are presented in the following table

**Table :3**

**Table showing correlation between adjustment levels and personality types of students**

	Areas of adjustment	Correlation (r value)		Significance level & p- value	
		Extrovert	Introvert	Extrovert	Introvert
Pearson's correlation N=180	Home	-.110	.193**	.141(N.S)	.010**
	Health	-.142	.200**	.057(N.S)	.007**
	Social	.009	.195*	.091(N.S)	.043*
	Emotional	-.088	.074	.321(N.S)	.122(N.S)

\*\*= correlation is significant at the 0.01 level

\*= correlation is significant at the 0.05 level

N.S=Non Significance

Table 3 depicts the relationship between Personality types and adjustment levels of the students. The Pearson's  $r = (-.110), (-.142)$  and  $(-.088)$  indicate the negative correlation of extrovert type with respect to home, health and emotional areas of adjustment respectively and  $r = .009$  reflects that the relationship between social adjustment and extrovert students is positively correlated.  $P = (.141), (.057), (.091)$  and  $(.321)$  indicate that the relationship between the factors is not significant and thus, here formulated null hypothesis is accepted.

In case of correlation between introvert and adjustment levels, the values  $r = (.193), (.200), (.195)$  and  $(.074)$  in home, health, social and emotional areas of adjustment respectively indicate the positive correlation.  $P = (.010)$  and  $(.007)$  in home and health areas and  $(.043)$  in social area indicate the relationship between the factors is significant at 0.01 level and 0.05 level respectively and the  $P = (.122)$  in emotional area indicates lack of significant relationship between the factors. Thus, the formulated null hypothesis is rejected in home, health and social areas and accepted in emotional area of adjustment.

## Discussion and conclusion:

There is a great impact of personality in the process of adjustment, where family and school environment play a very important role. But being a residential school, the students of JNV are deprived from family environment and have to make proper adjustment in the school campus. Therefore, school environment has a great significance in this regard. In this context, their adjustment level and how personality does influence in the process of adjustment has been studied through this study. The study reveals that majority of the students face highest level (86.7%) of problem in emotional adjustment and face lowest problem in the home adjustment(54.4%). Regarding personality types majority of students were found as introvert (56.67%). Study result also reveals negative correlation between extrovert and home, health and emotional areas of adjustment and positive correlation with social adjustment, which is not significantly correlated and the correlation between extrovert and home, health and social areas of adjustment is significantly correlated but in emotional adjustment it is not significant.

Since, highest difficulty has been found in emotional area of adjustment, so following suggestions are made:

- Proper guidance and counselling should be arranged for healthy adjustment.
- Teacher should be sensitive towards the feelings and problems of each and every students and treat them with more love and care.
- Special importance should be given for developing good mental health for the pupils.
- Teacher should showcase more maturity on the emotional side to influence his/her pupils.

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