

Effect of Personality Traits and Birth Order on Adjustment among Secondary School Students

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Abstract

The present study was carried out with the objective to know the impact of personality and birth order on the adjustment of secondary school students. For this purpose descriptive survey method of research was used. The sample of hundred students (50 first born students and 50 last born students) was chosen for the study from senior secondary schools of Rohtak District. Adjustment Inventory (AISS) by A.K.P. Sinha and Dr. R.P. Singh and Eysenck Personality Inventory by B.S. Gupta were used for collecting data. Mean, S.D. and t- test were employed for analysing the collected data. The results revealed that personality showed its direct impact on the social, emotional and educational adjustment of secondary school students i.e. extroverts were more adjustable emotionally, socially and educationally whereas neurotics were found emotionally unstable, and further birth order had shown its least impact on the adjustment of first and last born students.

KEYWORDS: Adjustment, Personality Traits, Birth order, Secondary School Students

INTRODUCTION

The term adjustment is not as simple term as adaptation and accommodation. It is a behavioural progress that helps in maintaining equilibrium between various needs of individuals and the obstacles of their environment. Kulshresthaⁱ (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his/her needs. The process of adjustment is complicated because a person's interaction with one demand may come in conflict with the requirement of another. These conflicts create problems of adjustment among adolescents and may lead to tensions. These tensions can disturb psychological comfort, produce physical problems or result in abnormal behaviour. In this competitive world, everything is changing so rapidly that made our life competitive and non cooperative. In the era of science and technology, the welfare of our civilization depends mainly upon the scientific progress for maintaining the human resources and meeting ever increasing needs of the society. Yet, it is apparent that all is not going exactly as one might hope and expect. Paradoxically, this advancement poses many problems and threats which also lead to maladjustment. Modern facilities have changed the life styles of people. Social relations and family bonds are fast disappearing. Parents are busy with their own problems. They get very little time to talk and attend to their children's needs. Thus rapid changes in society have created many problems regarding adjustment for the young as well as old.

Adolescence is a period of "stress and storm" "turmoil and crisis" (a classical view proposed by Ackermanⁱⁱ, 1962; Meyersonⁱⁱⁱ, 1975) or a relatively peaceful and harmonious developmental phase (an empirical view supported by Bandura^{iv}, 1972; Offer & Offer^v, 1975; Rutter, Graham, Chadwick and Yule^{vi}, 1976) is really a matter of great concern for the psychologists because it is such a marvellous period of life when one enjoys life at the maximum. Adolescence is a period full of events, where

the question of control over events is a matter of great concern. Adolescents are unable to protect themselves from insecurity, conflicts and confusions. So they experience problem in emotional, social and educational adjustment. Social adjustment plays an important role in the personality growth of the adolescents.

Sadly, in India very little attention is being paid for understanding the problem of adjustment of the students. Parents, teachers, administrators and public in general show concern about them only when they strike violently. The presence of parents and adequate availability of their company are essential for satisfactory social adjustment of the child. We generally find children at adolescence period need social approval, independence, responsibilities but if they are not accepted by family, by teacher and by their companions, they feel maladjusted. Rana^{vii} (2012) found the adjustment problems of high school students in relation to their gender, locale and personality dimensions. Nirmala^{viii} (2011) found that extroversion has positive effect on social, educational and general adjustment and neuroticism has negative effect on the emotional, social, educational and general adjustments. Jha, Dwivedi and Singh^{ix} (2012) found adjustment of the adolescents of Ahmedabad district bearing the first and the second birth order was the same.

OBJECTIVES

- O₁. To compare emotional adjustment, social adjustment and educational adjustment of extrovert and neurotic students at secondary level.
- O₂. To compare emotional adjustment, social adjustment and educational adjustment of first born and last born secondary school students.

HYPOTHESES

- Ho₁. There is no significant difference between emotional adjustment, social adjustment and educational adjustment of extrovert and neurotic students at secondary level.
- Ho₂. There is no significant difference between emotional adjustment, social adjustment and educational adjustment of first born and last born secondary school students.

RESEARCH METHODOLOGY

In the present study, the descriptive survey method was employed. The investigator enquired about the adjustment, personality and birth order of secondary school students with personality traits and birth order as independent variables and adjustment as dependent variable.

SAMPLE

The present study was conducted on a sample of 100 students (50- first born students and 50- last born students) of both sexes in the age range of 14-18 years, 10th – 12th graders. The sample was selected by using random sampling method from government schools of Rohtak district of Haryana state.

TOOL USED

- AISS (Adjustment Inventory for school students) by A.K.P. Sinha and Dr. R.P. Singh^x (1971)
- Eysenck Personality Inventory by B.S. Gupta^{xi} (1987)

STATISTICAL TECHNIQUES USED

The obtained data was statistically analyzed by using Mean, S.D. and t-test.

RESULT AND DISCUSSION

The data in the study was interpreted as follows:

Ho₁. There is no significant difference between emotional adjustment, social adjustment and educational adjustment of extrovert and neurotic students at secondary level.

Table 1: Showing significant difference between mean scores of adjustment and personality traits of students at secondary level

S. No.	Group	N	Mean	S.D.	t-value
1	Emotional Adjustment	100	4.79	3.82	3.67**
	Extroversion		10.98	2.34	
2	Social Adjustment	100	7.38	2.82	4.6**
	Extroversion		10.98	2.34	
3	Educational Adjustment	100	4.29	3.33	3.23**
	Extroversion		10.98	2.344	
4	Emotional Adjustment	100	4.79	3.82	2.89**
	Neuroticism		11.63	3.94	
5	Social Adjustment	100	7.38	2.82	7.75**
	Neuroticism		11.63	3.94	
6	Educational Adjustment	100	4.29	3.33	1.52
	Neuroticism		11.63	3.94	(NS)

** 0.01 level of Significance

NS (Non Significant)

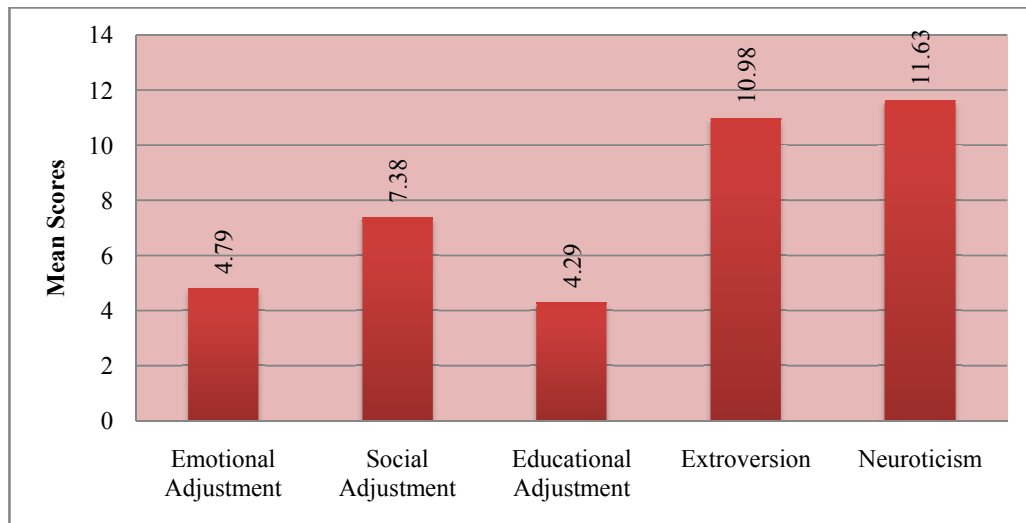


Fig.1: Mean scores of Adjustment and Personality traits of students at Secondary level

Table 1 depicts that t-values (3.67, 4.6 and 3.23) for the mean scores of emotional, social and educational adjustment of extroverts students at secondary level are found significant at 0.01 level and t-values (2.89 and 7.75) for the mean scores of emotional and social of neurotic students are found significant at 0.01 level of significance but t value (1.52) for the mean score of educational adjustment between neuroticism trait of

secondary school students is not found significant. Hence the hypothesis H_{o1} is rejected. It can be interpreted that a significant difference is found between adjustment and personality except educational adjustment and neuroticism that is in consonance with the findings of Nirmala (2011).

H_{o2}. There is no significant difference between emotional adjustment, social adjustment and educational adjustment of first born and last born secondary school students.

Table 2: Showing significant difference between Mean scores of Adjustment of First born and Last born students at Secondary level

S. No.	Variables	Group	N	Mean	S.D.	t-value
1	Emotional Adjustment	First Born	50	4.74	3.43	0.44 (NS)
		Last Born	50	4.84	4.21	
2	Social Adjustment	First Born	50	7.6	2.81	0.19 (NS)
		Last Born	50	7.16	2.85	
3	Educational Adjustment	First Born	50	4.44	3.08	0.42 (NS)
		Last Born	50	4.3	3.73	

NS – Not Significant

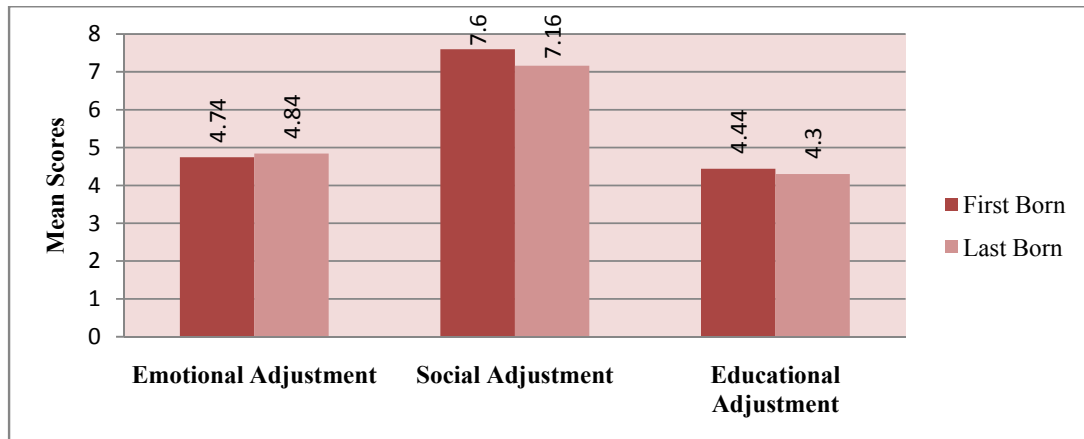


Fig. 2: Significant difference between Mean scores of Adjustment scores of First and Last born students at Secondary level

Table 2 reveals that t-values (0.44, 0.19 and 0.42) for the mean scores of emotional, social and educational adjustment of first and last born secondary school students with df of 98 which are not significant at 0.05 level. Hence the null hypothesis H_{o2} is accepted. Therefore it can be inferred that birth order has shown no effect on the emotional, social and education adjustment of secondary school students. The result is supported by the findings of Jha, Dwivedi and Singh (2012).

CONCLUSIONS

The main purpose of this study is to explore whether there is any impact of personality and birth order on the adjustment of secondary school students. The result is shown below:

- The students having extroversion trait of personality were found more emotional, social and educational adjustable. Therefore, extroversion is directly proportional to adjustment of the students.

- The neuroticism trait of personality was found inversely proportional to emotional adjustment and social adjustment. Therefore, neurotics were found least adjustable and faced problem of adjustment emotionally and socially.
- The neuroticism trait of personality had not shown its strong impact on educational adjustment.
- Birth order had not played any role in the emotional adjustment, social adjustment and educational adjustment of the students.

SUGGESTIONS

The study may assist the teachers and parents to know the relationship between personality and adjustment and how they can deal with them so that teachers may help the students in their adjustment. Parents can perform a vital role in adjustment of their wards. It is said that home is the first institution of child, whatever the child learns in the family practices in the school. If the child is well adjusted in the family, he/she will be well adjusted in the school. Therefore, parents should pay due attention towards the adjustment of their children. For that Periodical meetings with the parents should be organized so that the parents are to be explained the importance of the better environment at home which will be an essential factor for the proper growth and development of the students that will further helpful in making them more adjustable.

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