

Adjustment of Students on The Basis of Personality and Motivation

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ABSTRACT

The latter part of the twentieth century marked an era of unprecedented progress in science and technology, leading to significant transformations in society. These rapid changes have imposed complex adjustment challenges on individuals, particularly adolescents, who are navigating the critical developmental stage of their lives. This study explores the intricate relationship between adjustment and key personality traits—Extraversion and Neuroticism—among secondary school students, with a particular focus on how these factors influence their achievement motivation. The research was conducted on a sample of 699 students from various secondary schools in Haryana, India. The study employed well-established psychological instruments, including the Adjustment Inventory for School Students by A.K.P. Sinha and R.P. Singh, Eysenck's Personality Questionnaire (Junior), and the Achievement Motivation Test developed by P. Mehta. The results reveal a nuanced interplay between emotional, social, and educational adjustments, and their impact on students' academic and personal lives. The findings indicate that students who exhibit better emotional and social adjustments tend to have higher achievement motivation, which in turn positively influences their academic performance. Conversely, students with high levels of Neuroticism may experience difficulties in adjustment, leading to lower motivation and academic outcomes. The study underscores the importance of fostering well-rounded adjustment processes in educational settings to enhance students' psychological well-being and academic success. This research contributes to the understanding of the role of personality traits in the adjustment processes of adolescents, offering valuable insights for educators, psychologists, and policymakers aimed at improving educational and psychological interventions in schools.

Keywords: *Adjustment, Achievement Motivation, Extraversion, Neuroticism, Adolescent Psychology, Secondary School Students, Emotional Adjustment, Social Adjustment, Educational Adjustment, Personality Psychology, Academic Performance, Psychological Well-being, School Students, Personality Psychology, Academic Performance, Student Behavior, Motivation in Education, School Environment, Stress and Coping, Youth Development*

The last quarter of the twentieth century has been a period of great development in the field of Science and Technology. Man has made great advances in many areas. To see man progressing from the Stone Age to the Atomic Age is incredible. Advances in Medicine, Psychology and other Sciences are phenomenal. The advances have provided

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man with all the material comforts. Despite all these provisions, there is restlessness in society. The rapid changes in society have posed numerous problems of adjustment for the young and old.

Education aims at human development. It pervades our life from cradle to grave. The general aim of education is to prepare an individual to lead life successfully. Education should enable us to overcome those problems and obstacles which we might face in life. Modern society has become complex and competitive. This is an age of space, rapid industrialization and technological advancement. So, Educational aims and objectives change their dimensions and priorities. These changes are general as well as specific. Present time expects the pupils to have high sensitivity, determination ability and superior excellence through education. Education trains him to adjust to himself and society.

We human beings attempt and struggle to adjust to physical needs such as hunger and protection from harm. We also try to satisfy psychological needs such as those for emotional security, acceptance etc. With various needs and requirements to satisfy and live a luxurious life in such complex environments, there is a process of interaction between us and our environment. In this process, we either try or struggle to modify our surroundings or we try to keep our complex environment neat and clean. Their 'adjustments' can be said as harmony between the 'Person' and his environment and maladjustment between the person and his environment. An individual confronts quite a number of adjustment problems, which have a direct impact on reducing the general efficiency of the individual. Individuals having problems are not able to achieve the academic pursuits commensurate with their intellectual capabilities. There may be other factors also which affect the academic performance of other children.

A larger section of the society has the problem of adjustment. It has been seen that adults can adjust themselves more easily than adolescents because their period is of great stress and strain, storm and strife. During this period one who can adjust himself to the environment can easily develop his whole personality. Personal adjustment and social adjustment play an important role in the personality growth of adolescents.

Well-adjusted persons are normally able to cope with life situations in a better way than the maladjusted ones. In the case of young learners, if they are maladjusted, they will not be able to concentrate on their studies and hence may feel frustration in school or social life. Whereas the well-adjusted student will work wholeheartedly to pursue his or her studies properly.

Adolescents have to face problems of adjustment in various areas viz, home, school, social-emotional, vocational etc. In general, the young learners in the Schools have emotional, social and educational problems. The concept of adjustment is as old as the human race on earth. The systematic emergence of this concept starts with Darwin. Lite presents a continuous chain of struggle for existence and survival, says Darwin. The observation is very correct as we find our day-to-day life. Every one of us strives hard for the satisfaction of his needs.

In struggling to achieve something if one finds that results are not satisfactory, one either changes one's goal or the procedure.

Concept of Adjustment

The Concept of adjustment was first given by Darwin who used it as an adaptation to survive in the physical world. The adaptability to environmental hazards goes on increasing as we are put in more complicated situations. Human beings are able to adjust to the physical, social and psychological demands that arise from having interred dependability with other individuals.

Biological Meaning

From a biological point of view, adjustment is a mode of survival. It is a process of living in which an individual strives to satisfy his needs and even modifies them. Criteria of such adjustment are good living length of life and good health.

Statistical Meaning

According to the statistical view, adjustment is a matter of norms. Statistically, an individual can be regarded as well-adjusted only when he approaches the norm or group average and avoidss deviations to either end psychologically. This view does not sound well as it ignores the fundamental doctrine of the uniqueness of the individual i.e. individual differences.

Psychological Meaning

From this point of view adjustment is the process by which an individual attempts to maintain a level of psychological equilibrium. Thus it becomes a tension-reducing process. The adjustment process involves a felt need, blocks leading to its thwarting and resulting in varied responses which may lead to the achievement of the goal i.e. satisfaction.

REVIEW OF LITERATURE

MASLOW AND MITTLEMAN (1951) “Adjustment of a person may be defined as a characteristic in which he perceives, reacts to and solves the main problems of life.”

JAMES DREVER (1952) “Adjustment means a modification to compensate for or meet special conditions.”

“By adjustment it means the arranging, compromising and harmonizing of differences, conflicts and decisions which must be made in everyday life; the regulation or systematization of elements of our behaviour in relation to larger components of existence.”

CROW AND CROW (1956) “An individual’s adjustment is adequate, wholesome to the extent that he has established a harmonious relationship between himself and the conditions, situations and persons who comprise this physical and social environment.”

C.V. GOOD (1959) “Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or to the changes in the environment.” **L.S. SHAFFER (1961)** “Adjustment is the process by which living organisms maintain a balance between their needs and the circumstances that influence the satisfaction of these needs.”

Human behavior is hardly possible without motivation. Our needs and motives direct and regulate our behavior. Motivation is said to be the heart of the learning process. Adequate motivation results in concentrating attention, interest and effects and promotes learning. There is much wastage and stagnation in education in India. This problem has many reasons. These may be found in teachers, in learning and in the system of education. Learner’s motivation is also very significant. Mehta (1969, 3) emphasizes it with support from some

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other authors also as he writes, “The causes of failures and low achievement may be many and varied curriculum books. One of the major ‘ reasons' may be low motivation to achieve. (Garrett, 1949, Brij’gess, 1956; Sinha, 1966).”

As **Kinson and Feathel (1966, 13)** write, “The achievement motive is conceived as a latent disposition which is manifested in overt striving only when the individual perceives personal performance as instrumental to personal accomplishment.”

In general achievement motivation is the expectation of finding satisfaction in mastery of challenging performances whereas in the field of education in particular it stands for the pursuit of excellence.

Hence the achievement motivation relates to the determinants of the direction, magnitude and persistence of the behavior. Thus, it is a very important domain of this. It applies only to an individual who knows that his performance will be evaluated in terms of some standard of accomplishment.

MATERIALS AND METHODS

Objectives, Hypotheses, Procedure and Design of the Study

Introduction:

The investigator was in a position to specify the objectives and hypotheses of the study in this chapter. The present Chapter 111 further deals with the procedure and design of the study which includes a brief description of the method, sample, tools, data collection procedures and statistical techniques employed for conducting the present study. Their details are discussed as under.

Objectives:

The main purpose of the present investigation was to study the adjustment of students about their achievement, motivation and personality. For the measurement of personality only two fundamental concepts, Extraversion and Neuroticism were taken up. The adjustment was considered as a dependent variable and has been studied according to the following classification.

1. Emotional Adjustment
2. Social Adjustment
3. Educational Adjustment
4. Total / General Adjustment

Objectives:

Primary Objectives

- 1.1 To study the relationship between Emotional Adjustment and Achievement Motivation.
- 1.2 To study the relationship between Emotional Adjustment and Extraversion.
- 1.3 To study the relationship between Emotional Adjustment and Neuroticism.
- 2.1 To study the relationship between Social Adjustment and Achievement Motivation.

Hypotheses

The following hypotheses have been formulated for the study

- 1.1 There is no significant relationship between Emotional Adjustment and Achievement Motivation.

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- 1.2 There is no significant relationship between Emotional Adjustment and Extraversion.
- 1.3 There is no significant relationship between Emotional Adjustment and Neuroticism.
- 2.1 There is no significant relationship between Social Adjustment and Achievement Motivation.
- 2.2 There is no significant relationship between Social Adjustment and Extraversion.

Delimitations

The scope of the present study has been delimited with respect to its objectives, Variables, tools and statistical techniques. The objectives of the present study were confined to study adjustment of secondary students about their Achievement Motivation, Extraversion and Neuroticism. Adjustment as a dependent Variable has been studied in Emotional, Social, Educational and general aspects. The data was collected using three tests. It was assumed that the score of the tests represented an assessed related variable for this study.

Sample

The sample was limited to 699 students of class Xlh. The students were selected from the secondary schools situated in Rohtak, Sonapat and Jhazzar districts of Haryana. The description of the sample was as follows:

Urban:

- Boys: 200
- Girls: 150

Rural:

- Boys: 199
- Girls: 150

Tool

Description of Tools

The following three tools were employed for data collection.

1. Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra.
2. Eysenck's Personality Questionnaire (Junior) for E and N-Hindi adaptation by Dagar.
3. Achievement Motivation Test - P.Mehta, Delhi.

ACHIEVEMENT MOTIVATION

The measure achievement Motivation inventory developed by Prayag Mehta has been applied in the present investigation. It contains 22 items which describe some situations, each item is followed by six responses of which two are arc achievement-related (AR) task-related, and unrelated to achievement (UR). The respondent had to choose only one response of his liking as an answer to each item. The number of AR.TR and UR-type responses selected by a subject indicated her/his AR, 1R and UR scores respectively. (AR-UR) would give an achievement Motivation. These achievement motivation scores (AR-IJR) have been used in the present study.

The inventory is simple and available in Hindi. It has a wide choice of six multiple responses. It is convenient to administer and to score in comparison to the TAT type. It suits Indian conditions due to its development. It has been employed by various individual researchers and by the NCERT in some studies.

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Validity And Reliability: The (AR-UR), AR, TR and UR scores can be found in this inventory. The score of this inventory and achievement Motivation scores from the TAT type test were compared for the same subjects, flic correlation between (AR-UR) and achievement Motivation scores were positive. TR and UR scores showed a significant negative correlation with (AR-UR) scores as well as with AR scores. The factor analysis also revealed similar results. ANI scores (i.e. AR-UR) and AR showed high positive loading on the first factor, interpreted as achievement Motivation UR and TR with (AR-UR) showed high negative loading. The results suggested ANI Score (equal to AR-UR) and also AR tend to identify achievement Motivation. UR signifies some kind of avoidance motive or environmental Motivation. These fact factorstify satisfactorily the theoretical validity of (AR-UR) score as a measure of achievement Motivation.

Mehta (1969) used split half and K-R20 formula for reliability. The split-half reliability was found equal to 0.67. K-R 20 reliability was equal to 55. This reliability was considered satisfactory.

Scoring: The students were asked to select and check one alternative out of the six alternatives to log every item. 1 The numbers of AR, I R and I1K responses checked by an individual formed the AR. TR and UR scores respectively of the subjects AR and UR were marked and counted separately. The difference between the AR and UR numbers gave a (AR-UR) score. This (AR-UR) score described the total AN! The score which had been used earlier as a measure of achievement is still in the present study. Now it is modified and used with other scorings as well.

EYSENCK'S PERSONALITY QUESTIONNAIRE (EPQ JUNIOR)

Eysenck's model of personality dimension has been used in the present investigation. His finding is based on factor analysis. These three dimensions are extraversion, neuroticism and psychoticism. Every human being has all these three dimensions in varying degrees. Each one has two extremes, which are hypothetical constructs. These extremes are extraversion-introversion, stability-instability, and tough-mindedness -tender-mindedness respectively. For the assessment of personality, Eysenck (1976), developed a scale known as the Eysenck Personality Questionnaire (Junior) abbreviated as JPEQ. It would be simply denoted as EPQ in the present investigation. An adaptation in the test had been done by Dagar (1981) for Hindi-knowing pupils.

EPQ is widely used for tests and is considered more or less culture-free. Eysenck and Eysenck (1976, 203) assert, "Factor analytic and other studies in various cultures (Iran, India, Nigeria, Israel, Hawaii etc. have shown that the major dimensions of personality apply there, as here. Such trans-culture differences as may exist are likely to be relatively minor." The Lie score (L - Scores) measures dissimulation tendency to take responses. According to Eysenck and Eysenck (1975), the motivation for dissimulation depends upon the conditions under which the test is administered. Under conditions of high motivation or dissimulation, the correlation between neuroticism and L -• score can be quite high (- 0.5 approx.) But when the conditions do provide little motivation for dissimulation, the correlation between neuroticism and 17 may vanish altogether. There was neither a test-like situation nor the subjects were going to be personality affected. The subjects were given an understanding and assurance that their responses would be kept secret and would be used for research work only. There seemed to be no motivation for dissimulation and consequently, L - scores were not used in the present study.

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Eysenck and Eysenck (1976, 94) mention about test-retest reliability after one month gap as, “reliabilities of the E, N and L scales are all within 0.7 to 0.9 range, those for P are little below 0.7 value.” If the time gap is increased, reliabilities are found usually above 0.6 and frequently above 0.7.

Hindi adaptation done by Dagar (1981) was used in this study. Its test-retest reliability found by him was 0.87 and this motivation was considered highly significant.

Scoring of EQ: This study had been delimited only to utilize the extraversion (1.) and neuroticism (N) Dimensions of personality. Scoring of EPQ answers was done manually. A cardboard stencil was prepared by the investigator, which showed correct answers indicative of E (extraversion) and N (neuroticism) according to the manual. A subject's answers indicated ‘E’ or ‘N’ were marked E or N. The NO. of E’s gave the E- score. Similarly, the N-Scores were known for the subject. His brief description of these two measures is as follows:

EXTRAVERSION High ‘E’ (Extraversion)

Scores are indicative of extroversion. Such persons called extraverts are characterized primarily by sociability, impulsiveness, optimism, out-going, and liking participation in group activities. Contrary to the above are introverts, scoring low on E- Scale.

They are fond of books rather than people, they are careful, reserved, quiet and systematic in working.

NEUROTICISM High N (neuroticism) scores are indicative of neuroticism and refer to instability. Such people are found to be anxious, restless, emotionally unstable, and temperamental. The other extreme on this scale is stability. Persons scoring low on the N-scale are emotionally stable. Thus, emotionally unstable and emotionally stable represent the two extreme types on the neuroticism scale.

Validity: Item analysis validity coefficients were calculated for each item by bi-serial correlation with both the criteria (i) total score and (ii) area score at 0.01 level of significance. Only those items which yielded significant correlations at 0.01 level were retained.

ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS (AISS)

The adjustment was one of the variables in the study. Adjustment inventory for school students (AISS) developed and standardized by A.K.P. Sinha and R. R Singh was selected for use in the present investigation. It is meant for secondary school students (age group 14-18 years). It covers areas viz. Emotional, social and educational. It also gives a total adjustment score, a sum of scores of the above three. The inventory has 60 items, with 20 items in each area of adjustment. Its medium is Hindi so is useful for Hindi-speaking areas. It is self-administrating. It is easy to score manually. It is economical in terms of time also. A normal student takes about 10 minutes to answer it. The inventory was also validated by the rating of 60 hostlers by the superintendent. The product movement coefficient of correlation between inventory scores and the superintendent’s rating was 0.51.

Scoring of Inventory: Adjustment inventory (AISS) is sociable by hand. Responses indicative of lack of adjustment are mentioned in the manual and those are added on the mark each. A cardboard stencil for correct responses mentioning the three areas as an (emotional), b (Social), and c (educational) was prepared. The correct answers of the subject

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were marked, counted and noted area-wise-number of a's, b's and c's. These numbers gave scores for each of the corresponding three areas, specified by a, b and c as above.

A high score represents maladjustment and a low scores the adjustment. Following is a brief explanation of the different scores obtained from the inventory:

- a) **EMOTIONAL ADJUSTMENT:** High scores are indicative of lack of emotional adjustment. Students getting low tend to feel better adjusted emotionally.
- b) **SOCIAL ADJUSTMENT:** Pupils scoring high are submissive and retiring low scores indicate better social adjustment.
- c) **EDUCATIONAL ADJUSTMENT:** Individuals scoring high are poor in their adjustment with the curricular in their adjustment with the curricular and co-curricular programmers in the school. Low scores are better in adjustment in their school programmers.
- d) **TOTAL/GENERAL ADJUSTMENT:** The sum of above three scores gives the total score of an individual. A high total score also indicates poor general adjustment.

Procedure for Collecting the Data

The data was collected from the students studying in the Xth class in the school situated in Rohtak, Sonipat and Jhazzar districts in Haryana. The principals/headmasters/headmistress and teachers of the schools were approached for their assistance and active help in the collection of data for the present investigation. The students were asked to fill in the three tests. They were motivated to do so. Rapport was also established through personal contact. The scoring of these tests was done manually. The scores of the subjects of different tests are given in the appendix. The following is a brief summary of scores obtained by the students on the different tests used in the study. 1. Achievement Value and Anxiety Inventory - a score for achievement Motivation.

2. Eysenck Personality Questionnaire-

- (A) A score for extraversion - E Score.
- (B) A score for Neuroticism - N

3. Adjustment inventory for school students-

- (A) A score for emotional adjustment.
- (B) A score for social adjustment.
- (C) A score for educational adjustment.
- (D) A score for total/general adjustment. Adjustment scores are indicative of lack of adjustment or maladjustment.

Classification of Subjects on The Basis of Achievement Motivation, Extraversion and Neuroticism

The objectives of the study are to study the effect of adjustment motivation, extraversion, and neuroticism on the four aspects of adjustment. The classifications are explained as follows:

1. **Achievement Motivation (Ach-m)** Achievement motivation has been classified as follows:
 - (A) High Achievement Motivation 'Subjects scoring Higher than the median achievement motivation score (Median score =3) were covered under the category of high Ach-m.
 - (B) Low Achievement Motivation Subjects scoring equal to or less than the median Ach-m Score are considered low Ach-m

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2. **Extraversion** The two categories are as under-
 - (A) Extraversion: The group include students who score higher than the median score of extraversion (Median score =16).
 - (B) Introversion This group includes students who score up to or less than the median score.
3. **Neuroticism:** The two categories of neuroticism are as follows:
 - A. High on Neuroticism This group includes subjects who score higher than the median score of neuroticism (Median score = 9).
 - B. Low on Neuroticism This group includes those subjects who score equal to or less than median score of neuroticism.

RESULTS AND DISCUSSION

Statistical Analysis, Results and Their Interpretation

INTERPRETATIONS

- Data collection is essentially an important part of the research process. But it may not lead to accurate
- results and inferences without subjecting them to proper statistical techniques and procedures.
- This chapter deals with the statistical analysis procedures and the results drawn from them.

A brief account of the independent and dependent variables with their abbreviations is as follows:

(a) **DEPENDENT VARIABLES**

- i. Emotional adjustment (Emo/V1)
- ii. Social adjustment (Soc/V2)
- iii. Educational adjustment (Edu / V1)
- iv. Total/general adjustment (Gen / Va)

(b) **INDEPENDENT VARIABLES**

- i. Achievement motivation (Am / Vs)
- ii. Extraversion (Extr/V6)
- iii. Neuroticism (Neur / V1)

The following statistical techniques were selected according to the chosen objectives of the study:

- i. So, study the relationship of Adjustment Areas with Achievement Motivation, Extraversion and Neuroticism using Pearson's Correlation (r).
- ii. To study the main and interaction effects of Achievement Motivation, Extraversion and Neuroticism on four Adjustment aspects by ANOVA (Analysis of Variance)
- iii. To study the main and interaction effects of Sex and school location (area) on Adjustment aspects by ANOVA.

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UNIVARIATE STATISTICS FOR DIFFERENT VARIABLES

Following is a brief description of the basic statistics of the chosen variables in this study:

Table 1.0 Basic statistics for Adjustment areas, Achievement Motivation, Extraversion and Neuroticism. (N = 699)

Variable Mean	Mean	Median	S.D.	Skewness
Emo (V1)	2.85	2	2.54	1.98
Soc (V2)	5.40	5	2.54	0.66
Edu (V3)	3.35	3	2.87	1.66
Gen (V4)	11.20	10	6.66	1.35
A.M. (V5)	3.45	3	4.83	.15 E
Extr (V6)	15.49	16	3.49	.35
Neur (V7)	8.71	9	3.95	.30

Mean and median values for each of the seven variables are calculated. All of them have positive skewness except the extraversion, which is negatively skewed. Median values of independent variables are also used to classify them into low and high groups. Main analysis techniques follow hereafter.

Relationship of Adjustment with Achievement Motivation, Extraversion and Neuroticism.

To study this relationship, correlation coefficient (Pearson's r) each of the four areas of adjustment (viz. Emotional, Social, Educational and General) were computed with achievement motivation (Vs), Extraversion (V6) and Neuroticism (V1). The results of this analysis are presented in table 2 below:

Table 2.0 Correlation of Adjustment with Achievement, Motivation, Extraversion and Neuroticism.

Variable (Adjustment)	AM(VS)	Extr(V6)	Neur(V7)
Emo (V1)	-0.0311	-.0872*	.2687**
Soc (V2)	-0.0696	-.2120**	0.2015**
Edu (V3)	-.0792	-.1231**	0.3072**
Gen (V4)	-0.0752	-.1601**	0.3088**

Two Tailed Test of significance -

* -- .05 level

** -- .01 level

Note- The high scores of adjustment indicate poor adjustment or maladjustment. So interpreting adjustment score with variables in this investigation, negative relationship will indicate positive association with the variable. Positive relationship would give negative association.

(a) RELATIONSHIP OF EMOTIONAL ADJUSTMENT WITH ACHIEVEMENT MOTIVATION, EXTRAVERSION AND NEUROTICISM.

● The correlation values (Pearson's) between emotional adjustment (V1) and the three independent variables are given in Table 2.0.

The following results are obtained: -

- i. The Correlation Coefficient between emotional adjustment (V1) and achievement motivation (Vs) is equal to 0.0311, which is not found significant at .05 level. This

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indicates that there is no significant relationship between emotional adjustment and achievement motivation. This supports the null hypothesis (1.1)

- ii. Further study of Table 2.0, the correlation between emotional adjustment and extraversion (V) ($r=-0.0872$) is found to be significant at .05 level. This signifies positive and significant relationship (Negative sign is interpreted positive, involving adjustment). So the null hypothesis (1.2) is rejected. It is also inferred that extraversion promotes better emotional adjustment.
- iii. Table 2.0 also shows that the correlation between emotional adjustment and neuroticism ($r= +0.2687$) is significant at .01 level. It indicates negative and significant relationship and so the null hypothesis (1.3) is rejected. It also shows that low neuroticism level helps better emotional adjustment.

(b) RELATIONSHIP OF SOCIAL ADJUSTMENT WITH ACHIEVEMENT MOTIVATION, EXTRAVERSION AND NEUROTICISM.

The correlation between social adjustment (V) and the independent variables achievement motivation, (Vs) extraversion (V) and neuroticism (V) are given in Table 2.0. above following are the findings of the study: -

- i. Correlation between social adjustment and achievement motivation ($r=-0.0696$) is not found to be significant at .05 level. So, emotional adjustment and achievement motivation have no significant relationship. (Hypothesis 2.1)
- ii. Correlation between social adjustment and extraversion ($r = 0.2120$) is found to be significant at .01 level and so suggests a positive significant relationship between the two. So it negates null hypothesis 2.2. It also concludes that extraversion promotes better social adjustment.
- iii. (iii) Another correlation value between social adjustment (V) and neuroticism (V) ($r = + 0.2015$) is found to be highly significant at .01 level. It indicates negative and significant relationship. So, the null hypothesis (2.3) that there is not significant relation between social adjustment and neuroticism is rejected. This relation also infers that high neuroticism reflects in a tendency of low social adjustment.

(C) RELATIONSHIP OF EDUCATIONAL ADJUSTMENT WITH ACHIEVEMENT MOTIVATION, EXTRAVERSION AND NEUROTICISM.

The correlation between educational adjustment (V3) and the three independent variable viz. achievement motivation (Vs) extraversion (V) and neuroticism (V) are given in Table 2.0. Following are the results obtained:

- i. Correlation between educational adjustment and achievement motivation ($r=-0.0792$) is found significant at .05 level. It implies positive and significant relationship and thus rejects the null hypothesis (3.1) no significant relationship between educational adjustment and achievement motivation. It implies achievement motivation helps educational adjustment.
- ii. The value of $r = -0.1231$ indicates significant relationship between educational adjustment and extraversion at .01 level. So, this implies a highly significant positive relationship between the two. So, it rejects the null hypothesis (3.2) is rejected therefore it can be held and that extraversion helps in educational adjustment.
- iii. The correlation between educational adjustment and neuroticism ($r=+0.3072$) is found highly significant. So, their null hypothesis (3.3) of no relationship is rejected. Also, neuroticism and educational adjustment show highly significant negative relationship. It suggests level neuroticism in related to poor educational adjustment.

(D) RELATIONSHIP OF GENERAL ADJUSTMENT WITH ACHIEVEMENT MOTIVATION, EXTRAVERSION AND NEUROTICISM.

The correlation of total general adjustment (V) with achievement motivation (Vs) extraversion (V) and neuroticism (V) are given in Table 2.0. Following are the results of the study-

- i. Correlation between general adjustment and achievement motivation ($r=0.0752$) is found to be significant at 05 level. It implies a positive and significant relationship between the two. So, the null hypothesis of no relationship (4.1) between the two variables is rejected. It also it indicates that achievement motivation promotes general adjustment.
- ii. Another correlation between general adjustment and extraversion ($r=0.1601$) is found significant at .01 level. It shows significant positive relationship between the two. So, the hypothesis (4.2) that there is no significant relationship in them is rejected.
- iii. Further correlation value between general adjustment and neuroticism ($r= +0.3088$) is also found to be significant at 01 level. So, there is significant and negative correlation between these. Low neuroticism is indicative of good adjustment. This leads to reject the null hypothesis is (4.3) and implies negative but significant relationship between general adjustment and neuroticism.

Effects of Achievement Motivation, Extraversion and Neuroticism on Four Adjustment Areas

In order to see specific effect of achievement motivation, extraversion and neuroticism the data were further subjected to a deferent kind of statistical analysis (Analysis of variance ANOVA). The additional advantage of this analysis is that in addition to main effect one can study the interaction effects of a number of classifying variable on the dependent variable. The effects on different areas of adjustment are analyzed, starting with emotional adjustment.

MAIN AND INTERACTION EFFECTS OF ACHIEVEMENT MOTIVATION, EXTRAVERSION AND NEUROTICISM ON EMOTIONAL ADJUSTMENT

The summary of the results of ANOVA on EMOTIONAL ADJUSTMENT scores for the main and interaction effects of Achievement Motivation, Extraversion and Neuroticism are shown in Table 3.0 and 3.1 as follows:

Table 3.0 Summary of Analysis of Variance for Emotional Adjustment

- Number of obs = 699
- R-squared = 0.0749
- Root MSE = 2.45075
- Adj. R-squared = 0.0655

Source	Partial ss	Df	Ms	F	Prob> F
Model	336.07129	7	48.0101843	7.99	0000
Am (V5)	84895301186	1	.8489530869	0.14	0.7071
Extr (V6)	19.26756532	1	.2675653	3.21	0.0737
Neur (V7)	73.32685	1	273.32685	43.5	0.0000
V5X V6	.02675653 3	1	0.255243338	1	0.9480
V5X V7	83.66190856.	1	3.66190856	0.00	0.4352
V6X V7	4.3547448	1	4.3547448	0.61	0.9665

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Source	Partial ss	Df	Ms	F	Prob> F
V5X	.010632544	1	.010632544	0.73	0.9665
V6X V7	4150.27492	691	6.00618657	0.00	
Residual					
Total	4486.34621	698	6.4274301		

Table 3.1 Mean Emotional Adjustment Scores for Low and High Neuroticism Groups.

N	Low Neuroticism	High Neuroticism
N	414	285
Mean	1.73	3.07

The results in Table 3.0 shows F ratio= .14, which gives the main effect of achievement motivation on emotional adjustment.

This effect is not found significant even at 05 level ($P > .71$). Thus, the null hypothesis 5.1 is accepted and this confirms that there is no significant difference in the emotional adjustment of subjects having high and low achievement motivation.

In table 3.0 the other F-ratio (3.21) is also found to be non-significant at 0.5 level ($P > .07$). This gives the effect of extraversion on emotional adjustment.

It suggests extraversion has no effect on emotional adjustment. This supports the hypothesis 5.2 that there is no significant difference in the emotional adjustment of extraverts and introverts.

In further analysis of Table 3.0, the F-ratio (45.51) points out the effect of Neuroticism on emotional adjustment as highly significant at 01 level ($P = .000$). So the null hypothesis is rejected. Thus, the two groups high and low on Neuroticism differ significantly in their emotional adjustment.

Table 3.1 shows means of emotional adjustment scores for the groups of low and high on Neuroticism as 1.7 and 3.08 respectively. Lower emotional adjustment scores indicate better adjustment. So, it is inferred that the group low on Neuroticism (emotionally stable) is better adjusted emotionally than those high on Neuroticism.

The study of Table 3.0 also points out the F-ratios for the interactions are not significant at .05 level. Hence the interaction effects of the three independent variables on emotional adjustment are not found significant.

Main and Interaction Effects of Achievement Motivation, Extraversion and Neuroticism on Social Adjustment

The main related results with respect to the main and interaction effects of Achievement 4.0, 4.1 and 4.2. Motivation, Extraversion and Neuroticism on their Social Adjustment are presented in Table.

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Table 4.0 Analysis of Variance - Social Adjustment as Dependent Variable

- Number of obs = 699
- R-squared = 0.0758
- Root MSE = 2.45437
- Adj. R-squared = 0.0664

Source	Partial ss	Df	Ms	F	Prob> F
Model	341.298965	7	48.7569949	8.09	0.0000
Am (V5)	1.51847983	1	1.51847983	0.25	0.6158
Extr (V6)	144.311239	1	144.962293	24.06	0.0000
Neur (V7)	199.311239	1	119.311239	19.81	0.0000
V5X V6	4.51182513	1	4.51182513	0.75	0.3871
V5X V7	4.35842192	1	4.35842192	0.72	0.3953
V6X V7	.192804114	1	.192804114	3.50	0.0618
V5XV6X	21.0827166	1	21.0827166	3.50	0.0618
V7	4162.54081	691	6.02393749		
Residual					
Total	4503.83977	698	6.45249251		

Table - 4.1 Mean Social Adjustment Scores for Introverts and Extraverts

N	Introverts	Extroverts
N	194	505
Mean	6.14	5.12

Table -4.2 Mean Social Adjustment Scores for Low and High Neuroticism Groups.

N	Low Neuroticism	High Neuroticism
N	414	285
Mean	5.01	5.95

Table 4.0 shows that the F-ratio (0.25) for the main effect of achievement motivation on social adjustment is not significant at the .05 level (P62). This concludes groups of students with low and high achievement motivation are similar in their social adjustment level. Thus hypothesis 6.1 that there is no significant difference in the social adjustment of subjects having high and low achievement motivation, is accepted.

Table 4.0, further shows that the F-ratio (24.06) for the effect of extraversion on social adjustment is highly significant at .01 level (P = .000). So, the null hypothesis 6.2 that there is no difference in the social adjustment of extraverts and introverts - is rejected.

Table 4.1 shows means of social adjustment scores of introverts and extroverts as 6.14 and 5.12 respectively. Since lower scores indicate better adjustment, the extroverts proved to be better adjusted socially than the introverts.

Further in Table 4.0, F- ratio (19.81) concerning the main effect of neuroticism on social adjustment is found to be significant at .01 level.

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Table 4.0 shows that the F-ratio (0.25) for the main effect of achievement motivation on social adjustment is not significant at .05 level ($P > .05$). This concludes group of students with low and high achievement motivation are similar in relation to their social adjustment level. Thus hypothesis 6.1 that there is no significant difference in the social adjustment of subjects having high and low achievement motivation is accepted.

Table 4.0, further shows that the F-ratio (24.06) for the effect of extraversion on social adjustment is highly significant at 01 level ($P = 0.000$). So the null hypothesis 6.2 that there is no difference in the social adjustment of extraverts and introverts - is rejected.

Table 4.1 shows means of social adjustment scores of introverts and extroverts as 6.14 and 5.12 respectively. Since lower scores indicate better adjustment, the extraverts proved to be better adjusted socially than the introverts.

Further in Table 4.0, F- ratio (19.81) concerning the main effect of neuroticism on social adjustment is found to be significant at 01 level

Table -5.0 Analysis of Variance - Educational Adjustment as Dependent Variable

- Number of obs = 699
- R-squared = 0.0893
- Root MSE = 2.75032
- Adj R-squared = 0.0800

Source	Partial ss	Df	Ms	F	Prob> F
Model	512.227326	7	73.1753323	0.67	0.0000
Am (V5)	.301533134	1	.30153134	0.00	0.6158
Extr (V6)	46.670172	1	46.670172	6.17	0.0132
Neur (V7)	351.137698	1	351.137698	46.42	0.0000
V5X V6	11.2145323	1	11.2145323	1.48	0.2238
V5X V7	.9172487	1	.9172487	0.12	0.7278
V6X V7	.389391013	1	.389391013	0.05	0.8206
V5XV6X	14.9507176	1	14.9507176	1.98	0.7278
V7	5226.91717		7.56427955		0.1602
Residual		691			
Total	5739.14449	698	8.22227005		

Table 5.1 Means Educational Adjustment Scores for Introverts and Extraverts

N	Introverts	Extroverts
N	194	505
Mean	6.14	3.39

Table 5.2 Mean Educational Adjustment Scores for Low and High on Neuroticism Groups

N	Low Neuroticism	High Neuroticism
N	414	285
Mean	2.89	4.99

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In Table 5.0, the F-ratio (0.00) is found to be non-significant at even 05 level ($P < .05$). It pertains to the effect of achievement motivation on educational adjustment. So, this effect is not significant. So, the null hypothesis (7.1) that there is no significant difference in the educational adjustment of subjects having high and low Achievement Motivation is accepted.

Further the F-ratio (6.17) in Table 5.0 about the effect of extraversion on social adjustment is found significant at .05 ($P > 0.013$). It indicates that introverts and extraverts differ in their educational adjustment. Therefore, the hypothesis (7.2) that there is no difference in educational adjustment of extraverts and introverts is rejected.

It is further noted from Table 5.1 that the introverts have a mean score of 3.95 on educational adjustment while extraverts have mean educational adjustment score of 3.39. It concludes that the extraverts are significantly better adjusted educationally than the introverts.

In Table 5.0, the next F-ratio (46.42) reflecting the effect of neuroticism on educational adjustment is found highly significant at .01 level ($P = 0.000$). So, the null hypothesis (7.3), assuming no difference in educational adjustment between the groups high and low on neuroticism is rejected.

Analysis of Table 5.2 shows that the subjects low and high on neuroticism have educational adjustment mean scores of 2.89 and 4.49 respectively. It points out that the low neuroticism group is better on educational adjustment the high neuroticism group.

From further analysis of Table 5.0, none of the F-ratios of interactions are found significant at even 05 level. So, the interaction effects of independent variables on educational adjustment are not significant.

Main and Interaction Effects Each of Achievement Motivation, Extraversion and Neuroticism on General Adjustment

The summary of the results of ANOVA with respect to the effects of Achievement Motivation, Extraversion and Neuroticism on Total/General Adjustment is the following Tables 6.0, 6.1, 6.2:

Table - 6.0 Analysis of Variance - General Adjustment as Dependent Variable

- Number of obs = 699
- R-squared = 0.10401
- Root MSE = 6.33199
- Adj R-squared = 0.0950

Source	Partial ss	Df	Ms	F	Prob > F
Model	3222.10637	7	460.30091	11.48	0.0000
Am (V5)	13.6778912	1	13.6778912	0.34	0.5594
Extr (V6)	482.815102	1	482.815102	12.04	0.0006
Neur (V7)	2137.54614	1	2137.54614	53.31	0.0000
V5X V6	15.9449823	1	15.9449823	0.40	0.5285
V5X V7	25.1093236	1	25.1093236	0.63	0.4290
V6X V7	9.45614707	1	9.45614707	0.24	0.6274

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Source	Partial ss	Df	Ms	F	Prob > F
V5XV6X	68.7167335	1	68.7167335	1.71	0.1909
V7	27745.2879	691	40.0940577		
Residual		698			
Total	30967.1943	698	44.3021377		

Table -6.1 Mean General Adjustment Scores For Introverts And Extraverts

N	Introverts	Extroverts
N	194	505
Mean	12.51	10.68

Table -6.2 Mean General Adjustment Scores for High and Lower Neuroticism Groups

N	Low Neuroticism	High Neuroticism
N	414	285
Mean	2.89	4.99

A study of the Table 6.0 shows that F (0.34) is not significant at 05 level ($P < .05$). It relates to the main effect of achievement motivation on total adjustment, so it can be inferred that achievement motivation has no effect on total adjustment. So, the null hypothesis (8.1) of no difference in total adjustment of subjects having high and low achievement motivation is accepted.

Looking into the Table 6.0, the effect of extraversion is found to be highly significant for F-12.04 at .05 level ($P = .0006$). It negates the null hypothesis (8.2) that there is no significant difference in the total adjustment of extraverts and introverts.

Table 6.1 shows that the introverts and extroverts have means on total adjustment as 12.51 and 10.70 respectively. It leads to conclude that extroverts are better on total adjustment than the introverts.

Table 6.0 further shows F (53.31) to be highly significant at .01 level ($P = .000$). It points out the effect of neuroticism on total adjustment. So, the null hypothesis (8.3) that there is no significant difference in the total adjustment of subjects high and low on neuroticism is rejected.

In Table 6.2, the means total adjustment for the low and high neuroticism groups are given as 9.62 and 13.52 respectively. As lower score indicates better adjustment, so groups low on neuroticism (emotionally stable) is better on total adjustment than the group high on neuroticism. Further study of Table 6.0 shows that F-ratios for any of the interaction effects is not found significant even at .05 level. So, no interaction effect of the achievement-motivation, extraversion and neuroticism is found significant.

Study of Adjustment of The Male and Female Students in Rural and Urban Area Schools

The investigation also includes to study adjustment aspects of the students in the context of their sex and school location. The independent variables have been classified in two categories as follows:-

(a) Sex.

- (i) Males
- (ii) Females

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(b) Area of school location / Arca

(i) Urban schools

(ii) Rural schools

The effect on four aspects of adjustment have been studied for effects of above variables using the analysis of variance. For each aspect the results are now taken up.

Effect of Sex and School Location (Area) on Emotional Adjustment

The main results of the analysis of variance of emotional adjustment scores are given in Table 7.0 and 7.1 as follows:

Table 10.1 Means of General Adjustment Scores for Rural and Urban School Students

N	Rural	Urban
N	199	200
M	10.723	11.843

The main results from the study of the above tables are given as:

(I) Effect of Sex:

The effect of sex on general/total adjustment is not found significant at .05 level ($F=71$, $P>4$). So, it confirms the hypothesis (12.1) that females and males do not differ significantly in their general adjustment.

(II) Effect of Area:

The effect of school area on total adjustment is found significant at 05 level ($F4.88$, $P-0275$). It negates the null hypothesis (12.2) and reflects the effect of school location on total adjustment. Further study of Table 10.1 shows rural school students ($M = 10.72$) are better on total/general adjustment than their urban counterparts ($M = 11.84$).

(III) Effect of Sex and Area:

The F value (0.01) is not found significant at the 05 level ($P>.9254$). It indicates that the interaction effect of sex and school location on general adjustment is not significant.

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Conflict of Interest

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