



IMPACT OF PERSONALITY AND WELL-BEING ON ADJUSTMENT AMONG PROFESSIONAL AND NON-PROFESSIONAL COLLEGE STUDENTS

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ABSTRACT

The study was planned to investigate the impact of personality and well-being on adjustment among professional and non-professional college students. Sample of the present study consists of 400 professional and non-professional college students selected by using stratified random sampling technique and MRA. Bell's adjustment inventory Ramana (2009), The NEO Five Inventory developed by Naumann and Soto (2008) and Well-being Scale developed by Snaith and McGuffin.P.(1978). Were administered to collect the data. Means, SD's and ANOVA used to find out whether personality and well-being have any significant impact on the adjustment. Results revealed that personality and well-being on the adjustment among professional and non-professional college students.

KEYWORDS :

INTRODUCTION

Adjustment is a vital problem of the modern world. Human adjustment is a complex process. The making of desirable adjustments to the various demands of life is influenced by the different inherited characteristics and varying environmental conditions and situations to which an individual is exposed. The achievement of desirable life adjustment depends upon the recognition of the significance of inherited potential and environmental conditions as these affect his/her way of life.

The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. The concept of adjustment was originally a biological one and was used in Darwin's (1859) "Theory of Evolution". It was termed as adaption. Darwin maintained that only those species that who are fit to adapt to the hazards survived (Survival of the Fittest). The biological concept of adaptation has been borrowed by the physiologist and renamed as "adjustment". Adjustment and adaptation together represent the functional perspective for view and understanding human behaviour i.e., behaviour is seen as having the function of mastering demands that are made upon the individuals by his environment human behaviour can be understood by conceiving it as an adjustment to psychological demands.

Adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. Adjustment is a continuous process to produce harmonious relationship between an individual and his environment. Personality is a set of individual differences that are affected by the socio-cultural development of an individual.

Adjustment may be defined as a process of altering behaviour to reach a harmonious relationship with the environment.

Adjustment is a most of the problems centring adolescents are physical appearance, health and physical development, marks scored, relationship with members of their families, their teachers, and peer of both sexes and home adjustment. This maladjustment may lead to absenteeism, truancy, low achievement and other unworthy habits of children (Subramanyam, 1986).

Lakshmi (1995) viewed that adjustment is a universal continuous process. Living organism from the simple single cell called amoeba to complex multi-cellular man are constantly making adjustments of various kinds.

Paranmeswaran and Beena (2004) defined adjustment is a process which a living organism acquires in a particular way of acting or behaving or changes an existing form of behaviour or action.

Personality is a set of individual differences that are affected by the socio-cultural development of an individual's values, attitudes, personal memories, social relationships, habits and skills. Personality is a person's unique pattern of thinking, emotions and behavior (Burger, 2008, Mischel, 2004) in other words, personality refers to the

consistency in which you are having been and will become. It also refers to the special blend of talents, values, hopes, love, hate and habits that's make each of us a unique person.

William Stern (1935) personality as a multiform dynamic unity and one ever fully achieves a perfect unity, but always has this as his aim.

Personality is that which permits a prediction of what a person will do in a given Situations (Cattell, R.B. 1967).

Well-being is a dynamic process, which involves the striving for balance and integration in one's life, and refining skills, rethinking previous beliefs and attitudes towards issues as appropriate.

It is a well-accepted fact that the quality of education is mediated by the teacher and what the teacher does. For better or worse, teachers determine the quality of education (Day, 2004). The researches show that only high intelligence is not enough to be a successful person in the society. To be most valued and successful person one must be cooperative, persuasive, and empathic with others and build consensus, stopper situations during and get responses to meet the demand of the immediate situations successfully. A well-developed sense of self is necessary and quite sufficient condition of well-being.

Myers (1992) well-being as a continuous search for meaning and purpose in life, appreciation for depth of life, the expanse of universe and natural forces which operate a personal belief system.

Pollard and Lee (2003) well-being as a complex, multi faceted construct that has continued to elude the researchers' attempt to define and measure it.

OBJECTIVES

1. To study the contribution of Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, Depression, Anxiety, Outward Directed Irritability, Inward Directed Irritability and General ability in influencing Adjustment among Professional and Non-Professional College Students.
2. To examine the contribution of Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, Depression, Anxiety, Outward Directed Irritability, Inward Directed Irritability and General ability in influencing different areas of Adjustment among Professional and Non-Professional College Students.
3. To examine the impact of gender, nature of course and type of management on total adjustment among professional and non-professional college students.

Hypotheses

1. The pattern of contribution of certain variables namely Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, Depression, Anxiety, Outward Directed Irritability, Inward Directed Irritability and General ability in influencing Adjustment among Professional and Non-Professional College Students vary.
2. The pattern of contribution of certain variables namely Neuroticism,

Extraversion, Openness, Agreeableness, Conscientiousness, Depression, Anxiety, Outward Directed Irritability, Inward Directed Irritability and General ability to different Components (areas) of Adjustment namely Social Adjustment, Hostility and Femininity among Professional and Non-Professional College Students vary.

- The pattern of contribution of certain variables namely Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, Depression, Anxiety, Outward Directed Irritability, Inward Directed Irritability and General ability to different Components (areas) of Adjustment namely Hostility/ Friendliness among Professional and Non-Professional College Students vary.
- The pattern of contribution of certain variables namely Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, Depression, Anxiety, Outward Directed Irritability, Inward Directed Irritability and General ability to different Components (areas) of Adjustment namely Masculinity/Femininity among Professional and Non-Professional College Students vary.
- There would be significant influence among (a) gender, (b) nature of course and (c) type of management on total adjustment among professional and non-professional college students.
- There would be significant interaction among (a) gender, (b) nature of course and (c) type of management on total adjustment among professional and non-professional college students.

Tools

- The “Culturally Relevant Bell's Adjustment Inventory” (Indian adaptation) developed by Ashok, Madhu, Suneeta and Ramana (2009).
- The NEO Five Inventory developed by Digman (1990), John, Naumann and Soto (2008)
- Adult Well-being Scale developed by Snaith R.P, Constantopoulos .A.A, Jardine . M.Y, and McGuffin.P. (1978).

Samples

400 professional and non-professional (medical, arts and engineering) college students, both men and women from Chittoor, kadapa, and Nellore districts of Andhra Pradesh.

RESULTS AND DISCUSSION

Contribution of Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, Depression, Anxiety, Outward Directed Irritability, Inward Directed Irritability and General ability to the Adjustment (Social Adjustment, Hostility, Femininity) among Professional and Non-Professional Students is discussed in the following pages.

Table-I: Summary of Stepwise multiple regression analysis for variables in influencing the Social Adjustment among Professional and Non-Professional College Students.

Sl. No	Variables	R-Square	Increase in R-Square	'F'-Values
1.	Agreeableness	0.063	0.063	5.26
2.	Openness	0.064	0.050	4.50
3.	Extraversion	0.059	0.050	6.22
4.	Outward	0.056	0.049	7.85
5.	Anxiety	0.065	0.048	3.89
6.	Ability	0.065	0.046	3.40
7.	Depression	0.051	0.046	10.57
8.	Conscientiousness	0.065	0.044	3.01
9.	Neuroticism	0.065	0.041	2.70
10.	Inward	0.041	0.039	17.20

**-significant beyond 0.01 level

Hypothesis – I- The pattern of contribution of certain variables namely Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, Depression, Anxiety, Outward Directed Irritability, Inward Directed Irritability and General ability in influencing social Adjustment among Professional and Non-Professional College Students vary.

The summary of stepwise multiple regression analysis Table-I pertaining the contribution of variables in influencing the social adjustment brought into focus, the variable “Agreeableness” with 0.6 percent variance on the social Adjustment among Professional and

Non-Professional college Students. It also showed that contribution of “openness and Extraversion” contribution only 05 percent each in influencing the social adjustment. “Outward Directed Irritability, Anxiety, General ability, Depression, Conscientiousness, and Neuroticism” are the six variables contributing in influencing the social Adjustment among Professional and Non-Professional College Students. With 04 percent where as inward Directed Irritability is 03 percent respectively. Hence, the Hypothesis – I The pattern of contribution of certain variables namely Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, Depression, Anxiety, Outward Directed Irritability, Inward Directed Irritability and General ability in influencing Social Adjustment among Professional and Non-Professional college Students is accepted.

Table-II: Summary of Stepwise multiple regression analysis for variables in influencing the Hostility/ friendliness among Professional and Non-Professional college Students.

Sl. No	Variables	R-Square	Increase in R-Square	'F'-Values
1.	Inward	0.024	0.024	1.94
2.	Neuroticism	0.022	0.012	2.24
3.	Depression	0.02	0.012	2.64
4.	Ability	0.017	0.012	3.34
5.	Openness	0.026	0.011	1.72
6.	Outward	0.012	0.009	4.77
7.	Anxiety	0.026	0.008	1.48
8.	Extraversion	0.026	0.006	1.30
9.	Agreeableness	0.026	0.004	1.15
10.	Conscientiousness	0.026	0.001	1.04

The summary stepwise multiple regression analysis (Table-II) pertaining to the contribution of variables in influencing the hostility/ friendliness among Professional and Non-Professional college Students revealed that inward 02 percent followed by neuroticism, depression general ability and openness influences hostility/ friendliness among Professional and Non-Professional college Students with only 01percent contribution each. Hence, Hypothesis – II The pattern of contribution of certain variables namely Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, Depression, Anxiety, Outward Directed Irritability, Inward Directed Irritability and General ability in influencing hostility/ friendliness among Professional and Non-Professional college Students is accepted.

Table-III: Summary of Stepwise multiple regression analysis for variables influencing the Femininity/Masculinity among Professional and Non-Professional Students.

Sl. No	Variables	R-Square	Increase in R-Square	'F'-Values
1.	Extraversion	0.059	0.059	4.08
2.	Anxiety	0.056	0.044	4.66
3.	Conscientiousness	0.06	0.043	3.57
4.	Neuroticism	0.053	0.043	5.48
5.	Depression	0.049	0.042	6.79
6.	Agreeableness	0.06	0.041	3.14
7.	Outward	0.045	0.04	9.27
8.	Ability	0.061	0.039	2.82
9.	Openness	0.062	0.037	2.55
10.	Inward	0.037	0.035	15.36

The summary stepwise multiple regression analysis (Table-III) pertaining to the contribution of variables in influencing the Femininity/Masculinity, brought into focus the extraversion as major influencing variable with 05 percent contribution. Contribution of anxiety, conscientiousness, neuroticism, depression, agreeableness and outward is 04 percent where as the contribution of general ability, openness and inward is only 03percent in influencing femininity/ masculinity among professional and non-professional college students. Hence, Hypothesis – III The pattern of contribution of certain variables namely Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, Depression, Anxiety, Outward Directed Irritability, Inward Directed Irritability and General ability in influencing femininity/ masculinity among Professional and Non-Professional college Students is accepted.

Table-IV: Summary of Stepwise multiple regression analysis for variables influencing the Total Adjustment among Professional and Non-Professional Students.

Sl. No	Variables	R-Square	Increase in R-Square	'F'-Values
1.	Ability	0.066	0.066	6.92
2.	Openness	0.063	0.056	8.94
3.	Extraversion	0.067	0.055	5.66
4.	Agreeableness	0.068	0.054	4.80
5.	Anxiety	0.070	0.053	4.20
6.	Neuroticism	0.070	0.051	3.70
7.	Conscientiousness	0.071	0.049	3.29
8.	Depression	0.071	0.047	2.95
9.	Inward	0.048	0.045	19.93

The summary stepwise multiple regression analysis (Table-IV) pertaining to the contribution of variables in influencing the Total adjustment, revealed that general ability contributes 06 percent followed by openness, extraversion, agreeableness anxiety and neuroticism with 05 percent variance in influencing the adjustment. Conscientiousness, depression and inward influence the total adjustment among professional and non-professional college students with only 04 percent contribution each. Hence, Hypothesis – IV The pattern of contribution of certain variables namely Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, Depression, Anxiety, Outward Directed Irritability, Inward Directed Irritability and General ability in influencing Total Adjustment among Professional and Non-Professional college Students is accepted.

Table-V: Means and SDs for scores on Total Adjustment among professional and non-professional students.

Type of Management		Nature of Course			
		Professional		Non-Professional	
		Gender		Gender	
		Male	Female	Male	Female
Government	Mean	47.76	46.44	56.06	44.74
	SD	7.12	8.52	7.22	8.56
Private	Mean	45.48	42.10	53.66	43.46
	SD	8.07	6.38	8.76	8.31

Grand Means

Professional = (M:45.44) Non-Professional=(M:49.48)	Male = (M:50.74) Female = (M:44.18)	Government = (M:48.75) Private = (M:46.18)
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Table –V showed that women studying in professional courses in government college have obtained the score (M= 64.44), indicating that they possess good Total Adjustment and men students studying in non-professional course in private colleges have obtained the score (M=53.66) indicating that they possess poor Total Adjustment.

When we take in to consideration of nature of course. Professional course students their mean score (M=45.44) have good Total Adjustment than non-professional course students (M=49.48).

In terms of gender female mean scores (M=44.18) have obtained good Total Adjustment than men mean scores (M= 50.74).

In case of type of management, private college students (M=46.18) have good Total Adjustment than government college students (M=48.75).

There are differences in the mean scores of the group. in order to test whether nature of course, gender and type of management have significant impact on Total Adjustment of the students, the data were further subjected to three way analysis of variance and the data is presented in table- VI

Table-VI: Summary of ANOVA for scores on Total Adjustment among professional and non-professional students.

Source of Variance	Sum of Squares	Df	MSS	F-Values
Nature of Course(A)	1079.360	1	1079.360	19.32**
Gender (B)	340.360	1	340.360	6.09**
Type of Management (C)	750.760	1	750.760	13.445**
(A x B)	630.010	1	630.010	11.283**
(A x C)	317.290	1	317.290	5.68*

(B x C)	544.890	1	544.890	9.76**
(A x B x C)	349.640	1	349.640	6.26**
Within	21888.880	392	55.839	--
Total	25901.190	399	--	--

** - Significant at 0.01 level.
* - Significant at 0.05 level.

Hypothesis-VI There would be significant impact of nature of course, gender and type of management on Total Adjustment among professional and non-professional college students

Hypothesis –VI (A) predicts that there would be significant impact of nature of course on Total Adjustment among professional and non-professional college students. The significant 'F' value of 19.32 at 0.01 level reveals that there is significant impact of nature of course on Total Adjustment among professional and non-professional college students. Hence, hypothesis-VI (A) is accepted as warranted by the results.

The results of the present study corroborated with the earlier findings of Primrose et al., (2013) who reported professional students are better than the Non-professional students in the total adjustment.

Hypothesis –VI (B) predicts that there would be significant impact of gender on Total Adjustment among professional and non-professional college students. The 'F' value of 6.09 was significant at 0.01 level indicating that gender of the students significantly influenced the Total Adjustment. Women student secured low mean score (M= 44.18) than men students mean score (M=50.74).

The findings ate corroborated with the earlier findings Gururaj Udapi (2012), Rahmani and Masoud Gholamli Lavasani (2012) who reported women students are better than the men students in the total adjustment.

Hypothesis –VI (C) predicts that there would be significant impact of Type of Management on Total Adjustment among Professional and non-Professional college students. Significant 'F' value of 13.44 at 0.01 level reveals that there is significant impact of type of management on Total Adjustment among Professional and non-Professional college students. Students who enrolled in private college students (M=14.18) are good Total Adjustment than the students who enrolled in government colleges students (M=48.75) are poor Total Adjustment.

The results of the present study corroborated with the earlier findings of Raju and Rehamtulla (2007), Mujafar (2012), Gupta (2013) and Pooja bhagat (2016) who reported that private college students were better in their total adjustment than government college students.

The 'F' values for the interaction are significant in case of nature of course and type of management (AXB,AXC and BXC; 11.28>0.01, 5.68> 0.05, 9.76>0.01) indicate that there is significant impact among nature of course and Gender, nature of course and type of management and also Gender and type of management with regard to Total Adjustment. Hence the (AXBXC) framed hypothesis that there would be significant impact of nature of course (A), gender (B) and Type of Management(C) on Total Adjustment among professional and non-professional college students is accepted as warranted by the results.

CONCLUSIONS

1. Personality,general ability and well-being in influencing total Adjustment among Professional and Non-Professional college Students
2. Professional college students are better than the Non-professional students in the total adjustment.
3. Women students are better than the men students in the total adjustment.
4. Private college students were better in their total adjustment than government college students.

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