



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

Psychology

S. Tejovathi

Research Scholar, Dept. of Psychology, SVU College of Sciences, Tirupati, AP.

S. Viswanatha Reddy*

Faculty, Dept. of Psychology, SVU College of Sciences, Tirupati, AP. *Corresponding Author

ABSTRACT

A study was carried out on 400 professional college students to find out the effect of Personality, General Ability and Well-being on Adjustment. The Culturally Relevant Bell's Adjustment Inventory (college student form) by Ashok, Madhu, Suneeta and Ramana, NEO Five Factor Inventory by Paul et al., General Ability Scale by S.K. Pal and K.S. Misra and General Well-being Scale by Ashok Kalia and Anita Deswal were used in the study. Results revealed that there is significant impact of personality, general ability and wellbeing on adjustment among professional college students. Professional college students with high personality, good general ability and good wellbeing possessed good adjustment than the students with low personality, poor general ability and poor wellbeing.

KEYWORDS

Personality, General Ability, Well-Being and Adjustment

INTRODUCTION

In modern society education is a key factor and plays significant role in the civic, economic and community development of the country. The primary objective of education is to introduce the culture from generation to generation. The education of human beings continues throughout life; through education, one may develop the skills, talents, hopefulness, attitudes, assessment and analysis, ethics, capacity to think rationally and logically and to cope with transitions, stress, traumas and losses that occur in all lives, in ways that allow emotional stability, aesthetically rich, ethnically sound, mentally alert, morally upright, socially efficient, spiritually enlightened, vocationally self sufficient and liberal. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Present society has become more complex and competitive. This is an age of space, rapid industrialization and technical advancement. So the aims and objectives of education gradually changed its dimensions and priorities, the changes are general as well as specific.

In recent years, psychologists, social workers, health professionals as well as educationalists pay proper attention to the study and understand behaviour the ways in which people respond to the stresses and demands of their environment. Adjustment to the environment is a constant and it is universal process, not limited to any specific period in human life. The ability to adjust with the new environment is varied from person to person. Everyone in this world generally faces the problem of adjustment. Adjustment is a mode of an individual's life experience projected in the environment towards other human beings and situations, central problem and it is a complex process of the modern world. Life is inclined by the different innate 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. Adjustment is a continuous process that tends to bring out more or less changing attitude throughout the individual's life.

The word "adjust" is rooted in the Latin word "Justus" mean "toward the just or right" In English, the meaning is different, but the word still carried the idea of moving into correct or proper relations with the environment. Adjustment means "to arrange, to put in order, to harmonize discrepancies or to adapt to standard or purpose." The adaptability to environment goes on increasing as we proceed on the psychogenetic magnitude from the lower extreme to the higher extreme of life. Man is a social being, has the highest capacity to adapt to new situations, not only adapt to physical demands but also adjusts to social pressures than other living organisms. Biologists used the term adaptation strictly for physical demands of the environment, but psychologists use the term adjustment for varying conditions or social or interpersonal relation in the society.

Originally the concept of adjustment was biological in its nature and was termed as a synonym for accommodation and adaptation. The term adaptation has been replaced by adjustment; which now stands for mental survival in which psychologists are paying more attention i.e.

the subject of their interest is individual's adjustment to social or interpersonal pressure and not only adaptations to physical world (Lazarus, 1961).

Over the past few decades, research findings showed that adjustment is influenced by academic success, perceived parental rearing style, achievement motivation, social competence, level of aspiration, creative thinking, parental background, intelligence, personality, spiritual orientation, wellbeing, approval motive, socio-economic status of the pupils, family environment, moral values, cognitive styles of the pupils etc., has got considerable influence over their Adjustment Rajaswat, 2002; Inang, 2002; Ridgell, Susan and Lounsbury, John, 2004; Adrian Furnham and Tomas Chamorro-Premuzic, 2004; Vasuki and Charumathy, 2004; Shalu and Audichya, 2006; Haslam, Whelan and Bastian, 2009; Singh and Singh, 2010; Nirmala Devi, 2011; Mahmoud Shirazi et al 2012; Priyanka Sharma and Nisha Saini, 2013; Vandana, 2013; Ali Dar and Tali; 2014; Nidhi and Muntazir Maqbool Kermene, 2015; Mahmood, 2015; Lokanath, 2016 and Kalpana Devi et al 2017).

Adjustment styles are varied from person to person and it is influenced by everyday situations. Some adjustments are physical; some adjustments are social, such as responding to the social life and participation in social activities. In case of personal adjustments, one needs to take care of one's interests. College life is a test of adjustment of a student, undergoing a transition from dependency to independency. An adolescent personality continues to develop during the college years. He/she still have a chance to learn how to love and to be loved, how to tolerate frustration, how to integrate conflicting points of view, how to face reality realistically, without feeling from it to channel hostile impulses into socially approved activities. By helping the individual to acquire knowledge and the tools of learning, the educational institute increases its capacity to make desirable adjustments and to find security and satisfaction. Success of college education depends upon large measures on how each young man or woman feels about his/her college experiences and home experiences. It makes an immense difference whether he/she acquired attitudes and habits favorable to his/her own better intellectual, social, psychological and emotional developments as a result of college experience, or develops anti-social tendencies accompanied by bitterness and frustration. Social and emotional maturity is desirable in the development of intellectual power an end product of formal education. In his relationships with a congenial group of his own age, he/she receive practice in the art of sharing similar interests and activities. Keeping these in view, the present study is focused to examine the impact of personality, general ability and well-being on adjustment among professional and non professional college students. The following objectives are setup for the present investigation.

OBJECTIVES

- To enquire the influence of Personality on Adjustment among Professional college students.
- To investigate the impact of General Ability on Adjustment among Professional College Students.
- To find out effect of Well-being on Adjustment among Professional College Students.

- Based on the above objectives; the following hypotheses were formulated for the present investigation.

Hypotheses

- There would be significant impact of Personality on Adjustment among Professional College Students.
- There would be significant impact of General Ability on Adjustment among Professional College Students.
- There would be significant impact of Well-being on Adjustment among Professional College Students.
- There would be significant interaction effect of the three independent variables - Personality, General Ability and Well-being with Adjustment among Professional college students.

Tools

The population of the present study comprised 1240 students studying professional courses were selected randomly in and around Chittoor district of Andhra Pradesh. The subjects were tested in two sitting sessions. In the first sitting Bell's Adjustment Inventory (college student form) and NEO Five Factor Inventory were administered to subjects. General Ability Scale and General Well-being Scales were given in the second session. After the collection of these questionnaires were subjected to scoring as per the scoring procedures. Finally 400 students were selected (based on the scores obtained by the subjects, the subjects are divided into high and low groups) for the present investigation and their mean scores are presented in table-I.

Table - I: Means and SDs of Adjustment scores of Professional College Students.

General Wellbeing		Personality			
		Low		High	
		General Ability		General Ability	
		Poor	Good	Poor	Good
Poor	Mean	44.74	48.75	46.37	53.59
	SD	8.59	9.75	9.24	10.72
Good	Mean	46.17	59.40	51.40	59.03
	SD	9.24	11.89	10.28	11.87

Grand Means

Low Personality = 49.76

Poor General Ability = 47.17

Poor General Wellbeing = 48.36

High Personality = 52.59

Good General Ability = 55.19

Good General Wellbeing = 54.00

Table-I show that professional college students with good wellbeing, good general ability and high personality obtained a high mean score of 59.03; indicate that they were possessed good adjustment when compared to other groups. Professional college students with poor wellbeing, low general ability and low personality obtained a low mean score 44.74; indicate their poor adjustment compared to other groups.

In terms of personality, professional college students with High personality (M=52.59) are good in their adjustment than the students with Low personality (M=49.76). In terms of general ability, professional college students with good general ability (M=55.19) are better in their adjustment than the students with poor general ability (M=47.17). In terms of wellbeing, professional college students with good well being (M=54.00) are good in their adjustment than the students with poor wellbeing (M=48.36).

As there are differences in the mean scores with regards to the adjustment of different groups of professional college students, the data were further subjected to analysis of variance to find out where the differences between the groups are significant or not, and the results are presented in table-II.

Table-II: Summary of ANOVA for Adjustment scores of Professional Students.

Source of Variance	Sum of Squares	df	Mean sum of Squares	F	Level of Significance
Personality (A)	1984.703	1	1984.70	34.39	0.01
General Ability (B)	2545.203	1	2545.20	44.12	0.01
Wellbeing (C)	1040.062	1	1040.06	18.02	0.01
AXB	410.062	1	410.06	7.15	0.01

BXC	133.402	1	233.40	4.04	0.05
AXC	4.622	1	228.99	3.97	0.05
AXBXC	626.422	1	626.42	11.81	0.01
WSS	22620.460	192	57.71	--	
Total	29164.938	199	--	--	

It is evident from the table-II that the obtained 'F' value of 34.39 is significant at 0.01 level implying that adjustment has significant impact on personality of professional college students. Professional college students with high personality (M=52.59) are good on their adjustment than the students with low personality (M=49.76). Professional college students with good adjustment have scientific interest, literary interest, free from anxiety, emotional tension and free from hostility, good health adjustment, attachment styles, emotional competence, achievement motivation, self efficacy, high aspirations, effective communication patterns, coping style, life satisfaction and locale lead to promote personality and better adjustment styles. The 'F' value of 44.12 is significant at 0.01 level suggested that general ability has shown significant impact on adjustment of professional college students. Professional college students with good general ability (M=55.19) are good in their adjustment than the students with poor general ability (M=47.17). It is predicted that the nature of self concept, self competence, social morality, value orientations, level of aspiration, identity style, self esteem, locus of control orientation, social attitude, ethical values, agreeableness and openness, social adaptation, personal and social values to enhance their positive behavior. The third hypothesis stated that there would be significant impact of wellbeing on adjustment of professional college students. The 'F' value of 18.02 for wellbeing is significant at 0.01 level implying that wellbeing has significant impact on adjustment of the professional college students. Professional college students with good wellbeing have better (M=54.00) than the students with poor wellbeing (M=48.36) on adjustment. It is predicted that feeling of inadequacy, financial insecurity, personality factors, psychiatric morbidity, stress, social network, psychological fatigue, cognitive ability, improper dietary habits and physical activities indirectly affects the adjustment of the students.

The interactions among three variables with regard to adjustment of the professional college students are found to be significant. The first order of interaction 'F' values i.e., for (AxB= 7.15<0.01; BxC= 4.04<0.05 and AxC= 3.97<0.05). Then the second order of interaction between personality, general ability and wellbeing are also found to be significant (F=11.81<0.01). The fourth hypothesis predicted that significant interaction effect of the three independent variables - personality, general ability and wellbeing of professional college students on adjustment is accepted as warranted by the results.

CONCLUSIONS:

There is significant impact of personality, general ability and wellbeing on adjustment. Professional college students with high personality, good wellbeing with good general ability are better in their adjustment than the students with low personality, poor wellbeing and with poor general ability.

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