



## ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER AND PERSONALITY TYPE

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### Abstract

*Personality type plays a significant role in how individuals navigate social interactions and manage stress and approach academic challenges. By examining how different personality traits impact students' adjustment to the demands of senior secondary school, educators and policymakers can better identify potential areas of difficulty and implement targeted strategies for support. By investigating the interplay between personality type and gender in the context of senior secondary school adjustment, this study aims to contribute to a deeper understanding of the factors influencing students' academic and socioemotional well-being. For the present study, the investigator adopted the Survey method and selected 1200 senior secondary school students as samples. Mean, Standard Deviation and t-test were the statistical techniques used for analysis of data. The study revealed that there is no significant difference between the adjustment scores of introverts and extrovert senior secondary school students. Further, this study suggests that gender does not play a significant role in determining adjustment levels among students.*

*Keywords: Adjustment, Personality Type, Introvert, Extrovert, Adolescent students and gender.*

**INTRODUCTION:** Education is a multifaceted journey that not only imparts knowledge but also shapes one's personality and facilitates adjustment to various social environments.

Within educational settings, the interplay between personality types, particularly introversion and extroversion, significantly influences how individuals navigate their academic experiences and interact with their peers and educators. Education, personality, and adjustment are interconnected aspects of human development that play crucial roles in shaping individuals and societies. Education serves as a foundational pillar for personal growth and societal progress. Moreover, education plays a pivotal role in shaping the development of personality. Personality refers to the unique combination of traits, behaviors, and characteristics that distinguish one individual from another. Educational environments provide opportunities for individuals to develop and express their personalities through interactions with peers, teachers, and the curriculum. The transition to senior secondary school marks a pivotal period in students' lives, characterized by increased academic rigor, social complexities, and personal development. Exploring the adjustment of senior secondary school students in relation to personality type and gender offers a valuable lens through which to understand the complex dynamics shaping adolescent development. By addressing the unique needs and challenges faced by diverse student populations, stakeholders can work towards creating inclusive and supportive educational environments that empower all students to thrive academically, socially, and emotionally. In the context of education, adjustment encompasses the transition from one educational level to another (e.g., preschool to elementary school, high school to college), as well as the integration into new social groups and academic expectations. The adjustment of senior secondary school students is a critical aspect of their overall well-being and academic success. Personality is a multifaceted construct that encompasses a range of individual characteristics, tendencies, and traits, which collectively influence how individuals perceive, interpret, and respond to the world around them. One of the key areas where personality exerts its influence is in the process of adjustment. Adjustment refers to the ability of individuals to adapt effectively to changes, challenges, and demands in their environment. Whether navigating new social situations, coping with stressful events, or managing transitions in life, personality traits play a crucial role in shaping how individuals' approach and handle these experiences. Personality type can significantly impact how individuals adjust to various situations and environments. Understanding how personality type and gender influence this adjustment process can provide valuable insights into tailoring support systems and interventions to meet students' diverse needs. In conclusion, by understanding the interconnected nature of education, personality, and adjustment, educators, policymakers, and individuals themselves can promote positive development and well-being throughout the

lifespan. Gabriela (2010) found that there is a higher rate of school dropout due to the inability to adapt to school. She concluded that 60% of students who cannot adjust to college drop out early in school. Sahin, Arseven, and Kilic (2016) reported that students who cannot establish good relationships with their friends, teachers, and school administration, who do not like the school and the subjects have a higher tendency to be absent from school and to drop out of school. Fan and Wolters (2014) reported that the individual causes of school dropouts include difficulty to adjust with the school curriculum. Here, students leave their homes and stay in the institutional hostel, explore new environments, and experience an extensive curriculum where adjustment becomes an essential part of life for the students. Bhagat and Puja (2017) concluded the students who get adjusted in a better manner perform satisfactorily and the students who do not get adjusted in a better manner perform unsatisfactorily in their academic careers. The study of Gihar & Sharma (2015) found a significant positive relationship between personality traits and adjustment whereas the study of Devi (2011) found a significant negative relation between personality traits and adjustment among the students. The review of related literature shows that there are quite a few studies available which explore the relationship between personality type and adjustment but adjustment of adolescents has not been studied extensively. there are only a few studies that investigate the relationship between personality type and their adjustment. (Sarita and Sujata,2020) personality traits and academic adjustment (Abba and Isa,2019; Devi, Kiran, Sudhar and Shakila,2020) studied on school students (Nayak and panda,2018; Sahu and Jha, 2020) and studies conducted in the college students (Damar,2018; Ananda and Annadurai,2017; Kumar and Singh,2017). Personality traits are the actual predictor of adjustment (Downes and Ramula,2011).

**NEED AND SIGNIFICANCE OF THE STUDY:** Studying the adjustment of senior secondary school students in relation to personality type and gender is crucial for several reasons. By understanding, how different personality types and genders adjust to the demands of senior secondary school allows educators to provide personalized support, addressing individual needs effectively. Effective adjustment positively correlates with academic success. By identifying those factors which influencing adjustment and provide helps to educators to create conducive environments to learning for all students. Poor adjustment can lead to stress, anxiety, and other mental health issues. By studying adjustment patterns, schools can implement interventions to support students' psychological well-being. Adolescence is a critical period for social development. Analyzing how personality and gender influence adjustment aids in fostering inclusive environments, promoting positive social interactions, and

reducing conflicts. Developing effective adjustment skills during secondary school sets the foundation for success in future academic pursuits and professional endeavors. Understanding these factors can guide career counseling and planning initiatives. Overall, studying adjustment in senior secondary school students in relation to personality type and gender contributes to creating supportive, inclusive, and conducive learning environments essentials for academic success and holistic development.

## **OBJECTIVES**

1. To study the difference in adjustment of senior secondary school students in relation to their personality type.
2. To study the difference in adjustment of senior secondary school students in relation to their gender.

## **HYPOTHESES OF THE STUDY**

1. There will be no significant difference in adjustment of senior secondary school students in relation to their personality type.
2. There will be no significant difference in adjustment of senior secondary school students in relation to their gender.

**METHODOLOGY:** For conducting the present investigation, descriptive survey method of research was used.

**SAMPLING:** Data was collected from 1200 government senior secondary school students from the four districts (Kangra, Mandi, Shimla, Sirmour) of Himachal Pradesh by using random sampling.

**RESEARCH TOOL USED:** Adjustment Inventory developed by Prof. A.K.P. Sinha and Prof. R.P. Singh (2019) and Personality Inventory, by Y. Singh and H.M. Singh (2011) were used to study the adjustment of senior secondary school students.

**STATISTICAL ANALYSIS:** Mean, standard deviation and t-test was employed to study the adjustment of senior secondary schools' students in relation to their home-environment and gender.

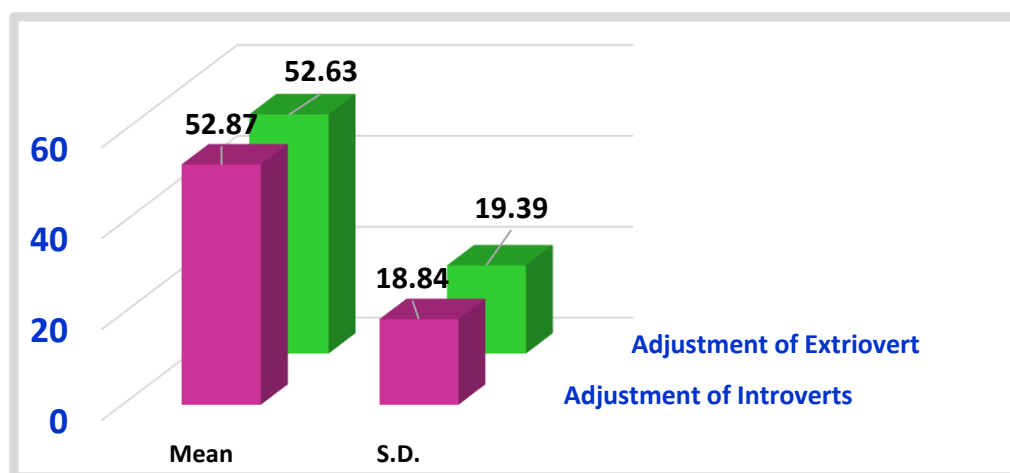
1. In order to study the Adjustment of senior secondary school students in relation to their personality type, mean, standard deviation, standard error of difference between means and t- value were calculated which are given in table 1.

**Table-1: Mean and Standard Deviation of Adjustment of Introvert and Extrovert Senior Secondary School Students**

Sr. No.	Comparison Groups	N	Mean	SD	df	SE <sub>D</sub>	t-value
1.	Adjustment of Introverts	594	52.87	18.84	1198	0.245	0.222 (NS)
2.	Adjustment of Extroverts	606	52.63	19.39			

The above table -1 shows that the adjustment scores of introvert senior secondary students, with mean of 52.87 and a Standard deviation of 18.84, indicate a relatively stable level of adjustment. On the contrast, extrovert students, with mean of 52.63 exhibit a slightly higher standard deviation of 19.39, suggesting a marginally wider range of adjustment levels within this group. However, both introvert and extrovert students display comparable mean scores, indicating similar overall adjustment levels among senior secondary school students, irrespective of their personality type. The values for ‘t-test’ conducted to compare the adjustment of introvert and extrovert senior secondary school students. It was found that the t value of 0.222 indicates that there is no significant difference between the adjustment scores of introverts and extrovert senior secondary school students. This suggests that any disparities in adjustment levels between the two personality types are likely due to chance variation rather than a meaningful distinction in adjustment within the student population.

*Figure-1: Bar Diagram showing Adjustment of Introvert and Extrovert Senior Secondary School Students*



2. In order to study the Comparison of Male and Female senior secondary school students in relation to Adjustment, mean, standard deviation, standard error of difference between means and t- value were calculated which are given in table 2.

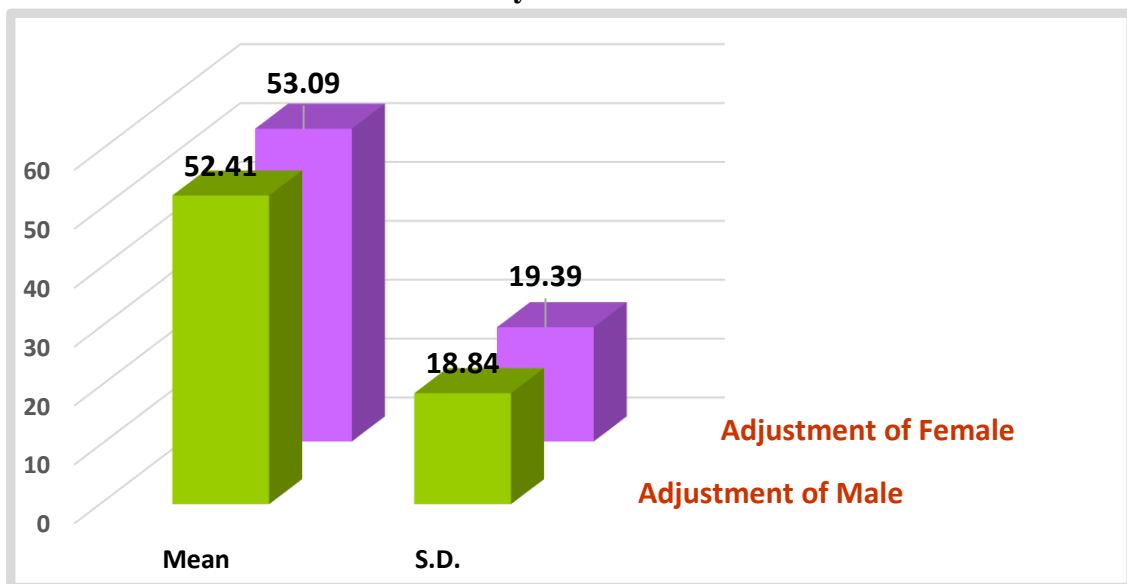
**Table-2: Comparison of Male and Female senior secondary school students in relation to Adjustment**

Gender	Number	Mean	S.D.	df	SE <sub>D</sub>	t-value
Male	600	52.41	18.84	1198	0.677	0.613
Female	600	53.09	19.39			(NS)

The above table-2 depicts the mean adjustment score for male secondary school students was found to be 52.41, with a standard deviation of 18.84. For female secondary school students, the mean adjustment score was slightly higher at 53.09, with a standard deviation of 19.39.

These findings suggest that, on average, female students tended to have slightly higher adjustment scores compared to their male counterparts, although the difference is not substantial. The comparison of adjustment scores between male and female secondary school students revealed no significant difference, as indicated by a non-significant 't' test result ( $t = 0.613$ ,  $df = 1198$ ,  $p = 0.540$ ). This suggests that gender does not play a significant role in determining adjustment levels among students in this study.

**Figure-2 Bar Diagram showing Difference in Adjustment of Male and Female Senior Secondary School Students**



**CONCLUSION:** From the above analysis it has been found that there is no significant difference between the adjustment scores of introverts and extrovert senior secondary

school students. This suggests that any disparities in adjustment levels between the two personality types are likely due to chance variation rather than a meaningful distinction in adjustment within the student population. Further, this study suggests that gender does not play a significant role in determining adjustment levels among students in this study.

## EDUCATIONAL IMPLICATIONS

There is need to Understanding how these gender-specific factors intersect with individual personality traits can provide valuable insights into the nuanced ways in which students navigate the senior secondary school landscape. Understanding the multifaceted nature of student adjustment and personality traits requires a holistic approach that considers the interplay of various factors at individual, interpersonal, and systemic levels. By adopting such an approach, educators and policymakers can develop comprehensive strategies to support students' holistic development and foster a positive school climate conducive to learning, growth, and wellbeing. Following are some educational implications:

1. Offer personalized counselling sessions to help students understand their personality traits and develop coping mechanisms for adjustment.
2. Organized group activities that accommodate both introverted and extroverted students, fostering a supportive and inclusive environment.
3. Conduct workshops focused on enhancing social skills for introverted students and promoting self-awareness for extroverted students to better navigate social interactions.
4. Pair students with mentors who can provide guidance and support tailored to their personality types, helping them navigate academic and personal challenges.
5. Facilitate peer support networks where students can connect with others who share similar personality traits, offering mutual encouragement and understanding.
6. Introduce mindfulness practices to help students develop emotional regulation skills and manage stress effectively, regardless of their personality type.

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