

ADJUSTMENT AND PERSONALITY PATTERN AMONG BOARDERS AND DAY SCHOLARS ADOLESCENTS



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'Adjustment' refers to a condition or state in which one feels that one's needs have been (or will be) fulfilled and one's behaviour conforms to the requirement of his society and culture. The criteria of adjustment are self-knowledge, self-control, self-development, self-recognition, personal integration, well defined goals, ability to get along with others, take an active interest in himself and others. A well adjusted person is supposed to be physically, emotionally and socially adjusted, aware of his own strength and limitations, respecting one's self and others, keeping an adequate level of aspiration, feeling satisfied in terms of meeting his basic needs, not possessing critical or fault finding attitude, demonstrating flexibility of behaviour, capable of struggling in odd circumstances, realistic perception of the world, feeling at home with his surroundings and possessing adequate philosophy of life.

In a broader sense, adjustment has been held to connote the continuing process in which the whole personality is scrutinized with reference not only to immediate ends but progressive social effectiveness. A pupil in the school situation is not either adjusted or unadjusted but may at different times display varying degrees of competency in relation to that particular environment. Hence, True adjustment includes more than orientation in the externals or human contacts. Psychologically speaking, personality is the totality of one's behaviour towards oneself as well as others. It includes everything about the person, his physical, emotional, social, mental and spiritual make-up. Personality development is the development of the organized pattern of behaviors and attitudes that makes a person distinctive. Personality development occurs by the ongoing interaction of temperament, character, and environment.

The foundation of personality lies in the womb of family. Family is regarded as "nursery of socialization" and is formed in all societies with varying nature and composition. One of the important components of the

family system is the parenting style. Kurdek, Lawrence, A.; Fine, Mark A. and Sinclair, Ronald J. (1995) studied the relation between Parenting, Transitions and Adjustment in young adolescent. The relationship was moderate by gender, type of Adjustment score, and source of information. With controls for Parenting Transition Effects, the Adjustment of adolescents was related positively to parenting practices regarding involvement and supervision. Slicker (1998) found that parenting style was significantly related to adolescent's behavioural adjustment. Berndt, T.J. and Keefe (1995) concluded that parental support for social interaction influenced the social and total adjustment significantly. Ian Hay and Adrain, F. Ashman (2003) investigated on gender differences associated with the development of adolescent's sense of self-concept and emotional stability.

Adolescence is a period during which great differentiation takes place on the social terrain (Rose, 2005). Although adolescents are still close to their parents, they spend increasingly more time with their friends. Their physical and emotional dependence on their parents decreases and they move closer to the peer group. During this time, the personality development of adolescents (specifically identity formation) reaches a crisis point, and the development of a unique and stable personality is often a very difficult aspect to deal with (Ryan & Deci, 2003). Harris (1995) argues that children often behave differently outside the home than they do at home

Objective The primary aim of the present study was to compare the Boarders and Day Scholars on Adjustment and Personality Pattern. Furthermore, gender differences were also observed on Adjustment and Personality and their dimensions.

Hypotheses Considering the review of literature following tentative hypotheses were formed: 1. Day Scholars and Boarders will differ significantly from each other on Adjustment and its dimensions. 2. Day Scholars and Boarders will differ significantly from each

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other on Personality and its dimensions. 3. Girls and boys will differ significantly from each other on Adjustment and its dimensions. 4. Girls and boys will differ significantly from each other on Personality and its dimensions.

Method

Sample

The entire sample was consisted of 400 subjects equally divided into two groups (Boarders and Day Scholars) and two sexes (Boys and girls). All the subjects were matched on socio-economic status and their educational qualification was High School and above. Quota random sampling was used to select the sample from Dehradun district. Day Scholars studying in Scholar's Home, Saint Joseph, Saint Thomas, Children's Academy and Boarders were selected from Scholar's Home, Pestle Weed, The Aryan, River Dale, Hilton, Carman and Raja Ram Mohan Academy of Dehradun District. Boarders who were staying in hostel from last five years or more were selected for study.

Research Design Keeping in view the main purpose of the study, the present study was undertaken using 2X2 factorial design where two levels of scholars (Day Scholars and Boarders) were combined with two levels of sexes (boys and girls) to yield four conditions (2X2=4).

Tools Adjustment Inventory. Developed by A.K.P. Sinha and R.P. Singh (1984) was administered to measure Emotional-Adjustment, Social-Adjustment and Educational-Adjustment.

Differential Personality Inventory (DPI). Developed by Singh, A.K. and Singh, Ashish, k. (2002) was used to measure Personality Pattern dimensions namely Decisiveness, Responsibility, Emotional-Stability, Masculinity, Friendliness, Hetro-Sexuality, Ego-Strength, Curiosity, Dominance and Self-Concept.

Procedure The subjects were contacted individually and requested to cooperate for the testing schedule. Good rapport was established with all the subjects and they were convinced that the results and the information they will give would be kept strictly confidential and will be used for research purpose only. The testing schedule was conducted by administering the Scale, first, Adjustment Scale and finally and lastly Personality Scale was administered.

Results After collecting data raw scores were obtained by using respective manual of the tool and was processed further by using statistical techniques namely; Means, SDs. and ANOVAs. Obtained results are presented in table 1, 2 and 3. Table 1 showed means and SD of total Day Scholars and Boarders of the

sample on Adjustment and Personality and their dimensions. The observation of mean values showed that Day Scholars obtained higher mean value than Boarders on Social Adjustment, whereas Boarders obtained higher mean values than Day Scholar on Emotional Adjustment and Educational Adjustment. On the Total Adjustment Patterns, Boarders were found to have higher mean value than Day Scholars.

It was also observed that Day Scholars obtained higher mean values than Boarders on Responsibility and Ego Strength. The Boarders possessed higher mean values than Day Scholars on Decisiveness, Emotional Stability, Masculinity, Friendliness, Heterosexuality, Curiosity, Dominance and Self Concept of Personality. On the Total Personality, Boarders were found to have higher mean value than Day Scholars. Table 2 showed that boys obtained higher mean values than girls on Emotional Adjustment and Educational Adjustment whereas girls obtained higher mean values than boys on Social Adjustment. On the Total Adjustment, boys were found to have higher mean value than girls. Boys also obtained higher mean values than girls on Masculinity, Hetrosexuality, Ego Strength, Curiosity and Self Concept. The girls possessed higher mean values than boys on Emotional Stability and Dominance. On the Total Personality, boys were found to have higher mean value than girls.

Table 3 showed the F value of main effect for sex on Emotional-Adjustment, Social-Adjustment, Educational-Adjustment, Total Adjustment, Decisiveness, Responsibility, Emotional-Stability, Friendliness, Hetro-Sexuality, Ego-Strength, Curiosity and Self-Concept was not found to be significant showing that boys and girls did not differ from each other on these dimensions. F value for sex was appeared to be significant for Masculinity, Dominance and Total Personality indicating that boys and girls possess significantly differ from each other on these dimensions.

Discussion

On the adjustment pattern Day Scholars and Boarders showed significant difference. Boarders were found to have significantly better adjustment level as compared to Day Scholars or Day Scholars showed poor adjustment pattern as compared to Boarders. On Emotional Adjustment both the groups Day Scholars and Boarders differed from each other or Boarders and Day Scholars have differences on the level of Emotional Adjustment. Boarders were found to have significantly better Emotional Adjustment as compared to Day scholars. It can also be said that Day scholars

show lesser degree of Emotional Adjustment than Boarders. On Social Adjustment Day Scholars and Boarders do not differ from each other or both the groups show similar nature of Social adjustment. So it can be said that Boarders and Day Scholars show almost similar tendency or nature of Social Adjustment. On the third dimension of Adjustment, Educational Adjustment Day Scholars and Boarders differed from each other on the Educational Adjustment or Boarders and Day Scholars have differences on the degree of Educational Adjustment. It can be inferred that Boarders are significantly better on Educational Adjustment as compared to Day Scholars. It can also be said that Day scholars possess lesser degree of Educational Adjustment than Boarders.

To test the second hypothesis Means, SDs and F ratios were computed for Personality and its dimensions. On overall Personality Pattern shown Day Scholars and Boarders) was emerged to be insignificant. It means that no actual difference existed between both the groups on the overall Personality Pattern. It revealed that Day Scholars and Boarders possess insignificantly different Personality Pattern from each other or the Personality Pattern of Boarders and Day Scholars is similar in nature

Decisiveness, a dimension of Personality, was not found to be significant denoting that Day Scholars and Boarders do not differ from each other on the tendency of Decisiveness or they possess almost similar degree of Decisiveness. Boarders obtained higher mean values than Day Scholars on Decisiveness. This difference on mean values was not found to be significant denoting that the level of Decisiveness among both the groups is not different or both the groups have almost similar degree of Decisiveness. So it can be said that Boarders and Day Scholars do not differ on the trait of Decisiveness.

Responsibility which was also not found to be significant denoting that Day Scholars and Boarders do not differ from each other on the tendency of Responsibility, a dimension of Personality. Day Scholars obtained higher mean values than Boarders. This difference on mean values was not found to be significant denoting that the level of Responsibility among both the groups is not different or both the groups have almost similar degree of Responsibility. So it can be said that Boarders and Day Scholars do not differ on the trait of Responsibility.

Emotional Stability which was again not found to be significant showing that Day Scholars and Boarders do not differ from each other on the degree of

Emotional Stability or both the groups have similar level of Emotional Stability, a dimension of Personality. Boarders obtained higher mean values than Day Scholars on Emotional Stability.

This difference on mean values was not found to be significant denoting that the level of Emotional Stability among both the groups is not different or both the groups have almost similar degree of Emotional Stability. So it can be said that Boarders and Day Scholars do not differ on the trait of Emotional Stability. Actual group difference existed on Masculinity dimension of Personality or adolescent Day Scholars and Boarders differ from each other on the feeling of Masculinity. Boarders obtained higher mean values as compared to Day Scholars. It means that Boarders possessed significantly higher tendency of Masculinity than adolescent Day Scholars. It can be inferred that Boarders have high level and Day Scholars have low level of Masculinity.

Dominance also appeared to be insignificant indicating that Boarders and Day Scholars have similar tendency of Dominance or no real difference is observed on this dimension. Day Scholars although insignificantly. This difference on mean values was not found to be significant denoting that the level of Dominance among both the groups is not different or both the groups have almost similar degree of Dominance. So it can be said that Boarders and Day Scholars do not differ on the trait of Dominance. On Self Concept the last dimension of Personality was also not found to be significant. It showed that both the groups do not differ from each other on the dimension of Self Concept and this trait among Boarders and Day Scholars is not different. Day Scholars obtained slightly lower mean value as compared to Boarders but the obtained mean difference was just a matter of chance or no real difference existed between two groups of the study.

On the basis of above obtained findings the proposed hypothesis was partially rejected claiming that both the groups differ from each other on only two dimensions namely Masculinity and Hetero-Sexuality and no difference was found on all other dimensions of Personality. It can be derived that Boarders have significantly higher trait of Masculinity and Hetero-Sexuality than Day Scholars. The traits of Decisiveness, Responsibility, Emotional Stability, Friendliness, Ego Strength, Curiosity, Dominance and Self Concept were of similar nature. Danielson (1982) did extensive research in missionary children's personality development and concluded that

missionary children in boarding schools develop personalities very much like those of nonboarders. Out of 32 personality traits, missionary children boarders differed from day students only on one trait.

The present findings supports the findings of Kakkar (1967) who investigated adjustment problems of adolescents and revealed that the adjustment problems of adolescent boys did not differ significantly from girls. Pathak (1970) also found insignificant differences on home and school adjustment between boys and girls. For various dimensions of Adjustment revealed that boys and girls did not show significant differences on Adjustment dimensions namely; Emotional Adjustment, Social Adjustment and Educational Adjustment.

It can be said that gender has no effect on the level of Adjustment possessed by them on these dimensions. Boys obtained slightly higher mean values than girls on Emotional Adjustment and Educational Adjustment dimensions of Adjustment. Girls of the sample were found to be insignificantly higher than boys on Social Adjustment. So it can be said that girls have insignificantly better social adjustment than boys whereas boys have insignificantly better Emotional Adjustment and Educational Adjustment as compared to girls.

Similar observations were found by Moorjani, J.; Mohan, M. and Sharma, R. (2007) who investigated the emotional, social and educational adjustment of Government and Private School going boys and girls of XI and XII standards. They found that both boys and girls possess equal level of emotional adjustment. But the results stand in contrast to the other areas of adjustment, i.e. social and educational revealing significant differences between students of both types of schools boys and girls. Actual difference existed between boys and girls on the Personality Pattern. It means that gender has no effect on the Personality of boys and girls. It can be said that boys and girls possess almost similar type of Personality Pattern. Boys obtained higher mean values than girls. This difference on mean values was not found to be significant denoting that the Personality Pattern is insignificantly higher among boys as compared to girls. It can be said that girls possess slightly lower Personality Pattern.

On Emotional Stability no significant difference was observed between boys and girls. Boys and girls have almost similar level of Emotional Stability or the boys and girls do not differ on this dimension of Personality. Girls obtained higher mean value than

boys. It can be said that girls show insignificantly higher level of Emotional Stability whereas boys possess lower level of Emotional Stability although insignificantly. So that girls whatever insignificantly higher level of control over her emotions, they talk confidently with others, consider elements in their proper perspective, face comments and criticism realistically as compared to boys. On Masculinity significant difference was observed between boys and girls. It revealed that sex difference existed on this dimension or boys and girls differ from each other on the trait of Masculinity. Boys obtained higher mean values as compared to girls. It means that boys possessed significantly higher trait of Masculinity than girls. So it can be inferred that actual and true difference existed between boys and girls on this dimension of Personality.

It revealed that boys possessed higher trait of Masculinity it means that they have a higher tendency to do arduous and risky work, their ability to handle challenges from others and face them boldly as compared to girls. On Dominance significant difference was observed between boys and girls. It showed that boys and girls have almost similar level of Self Concept or the boys and girls do not differ on this dimension of Personality. Boys obtained higher mean value than girls.

It can be said that boys show insignificantly higher level of Self Concept whereas girls possess lower level of Self Concept although insignificantly. It can be said that boys generally rate themselves higher although insignificantly on knowledge, expectations and evaluations of the self than girls.

On the basis of the above discussed findings of the study the proposed hypothesis was partially rejected claiming that actual and true difference existed among boys and girls on the trait of Masculinity and Dominance whereas no gender difference occurred on all other dimensions of personality.

Boys were appeared to have significantly higher on the trait of Masculinity and girls were found to possess higher trait of Dominance. Similar findings were obtained by Joshi, Renuka and Tomar, R. (2008) reporting that boys possessed higher tendency of masculinity and dominance than females. They also found contrast to the present findings stating that boys also have higher tendency of responsibility than girls. Girls were found to possess higher scores on decisiveness and friendliness than boys.

Table 1; Means and SD of total Day Scholars and Boarders on Adjustment, Personality Pattern and their dimensions.				
Variables	Total Day Scholars (n=200)		Total Boarders (n=200)	
	Mean	SD	Mean	SD
Emotional Adjustment	5.70	3.7	5.86	3.59
Social Adjustment	7.70	3.27	7.41	3.17
Educational Adjustment	7.41	3.84	7.95	4.63
Total Adjustment	20.80	8.47	21.13	9.02
Decisiveness	9.09	2.38	9.20	1.9
Responsibility	8.35	2.14	8.17	1.91
Emotional Stability	8.89	2.28	8.95	2.18
Masculinity	6.94	2.26	7.63	2.32
Friendliness	9.89	2.17	10.09	2.48
Heterosexuality	6.81	2.42	6.90	2.46
Ego Strength	8.58	2.13	8.47	2.23
Curiosity	8.64	2.33	8.87	2.11
Dominance	8.87	2.54	9.39	2.40
Self Concept	7.05	1.92	7.21	2.16
Total Personality	83.58	11.39	84.75	9.60
Table 2; Means and SD of total Boys and Girls on Adjustment, Personality Pattern and their dimensions.				
Variables	Total Girls (n=200)		Total Boys (n=200)	
	Mean	SD	Mean	SD
Emotional Adjustment	5.05	3.44	6.45	3.97
Social Adjustment	7.59	2.97	7.52	3.48
Educational Adjustment	7.07	4.32	8.31	4.26
Total Adjustment	19.70	8.32	22.23	9.26
Decisiveness	9.19	2.38	9.10	1.93
Responsibility	8.26	2.04	8.26	2.02
Emotional Stability	9.11	2.17	8.73	2.28
Masculinity	6.51	2.59	8.06	2.03
Friendliness	9.99	2.44	9.99	2.22
Heterosexuality	6.33	2.56	7.38	2.23
Ego Strength	8.48	2.29	8.61	1.84
Curiosity	8.60	2.26	8.92	2.18
Dominance	9.17	2.69	9.09	2.27
Self Concept	7.25	2.12	7.47	1.95
Total Personality	82.84	11.48	85.42	9.57
Table 3; Analysis of variance on all the dimensions of Adjustment and Personality Pattern.				
Variables	F value for sex	F value for group	F value for interaction	
Emotional Adjustment	0.09	14.62**	13.59**	
Social Adjustment	0.78	0.04	0.67	
Educational Adjustment	1.58	8.30**	9.86**	
Total Adjustment	0.16	8.27**	7.75**	
Decisiveness	0.26	0.17	1.03	
Responsibility	0.79	0.51	2.35	
Emotional Stability	0.07	2.93	0.03	
Masculinity	8.81**	45.42**	0.61	
Friendliness	0.77	0.48	2.45	
Heterosexuality	1.20	16.90**	0.94	
Ego Strength	0.52	0.39	0.002	
Curiosity	1.07	2.08	0.40	
Dominance	4.50*	0.09	0.69	
Self Concept	2.09	1.11	0.44	
Total Personality	0.42	0.56	0.42	
*Significant at .05 level **Significant at .01 level				

R E F E R E N C E

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