

**PERSONALITY ADJUSTMENT OF GOVT. SCHOOL AND PERVATE  
SCHOOL STUDENT.**

**MAMTA KUMARI**

**Research Scholar Psychology  
B.R.A.B.U Muzaffarpur Bihar.**

Most of the problems centering adolescents are physical appearance, health and physical development, marks scored, relationships with members of their families, their teachers, and peers of the sexes and home adjustment and other unworthy habits of children.

The term personality adjust is obviously made up of two words — personality and Adjustment. Personality signifies the various in during and distinctive pattern of behavior and thoughts that are characteristics of a particular person. A satisfactory definition of personality is given by MISCHEL (1976)" personality is usually referred to the distinctive patterns of behaviour (including thoughts and emotions) that characterize each individuals adaptation to the situation of his or her life."

Thus this is the overall pattern of in equation of his structures, modes of behaviour, interest, altitudes intellectual abilities and many other distinguishable characteristics.

On the other hand, adjustment is the process in which the individual changes his response patterns aspects of his environmental changes. All our behavior conscious or unconscious, voluntary or automatic, planned or unplanned, wise or unwise represents our attempts to meet our needs of the moment or attempt to meet these needs as we understand them.

The simplest- of our need are physiological in nature, based upon primary biological demands such as those for food, water and oxygen. Throughout life our

physiological and psychological needs are continually being aroused, and we engage in behaviour that reduces or satisfies these needs. This process of need arousal and satisfaction, in a broad sense, is the process of adjustment. In other words adjustment is the outcome of an individual's efforts to meet with personal needs and environmental demands (Coleman, 1979); Goodstein and Lanyon, 1975; Ruch, 1967).

If an individual is thirsty; he may seek a drink of water; if he is badgered by his mother, he may rebel. Both responses are adjustive. In short, adjustment is the process by means of which an individual attempts to maintain a level of physiological and psychological equilibrium, or more simply, adjustment refers to behavior directed towards tension reduction.

Thus, adjustment is a state of harmonious relationship existing between the individual and the demands of environment. Adjustment to inner and outer demands is a continuing and never-completed process; as long as a person lives, he is adjusting. Sometimes he adjusts by changing his surroundings, as when he builds a house for shelter or moves to another town to find a better education. Sometimes he adjusts by changing himself as when he goes to another place to improve his opportunities for promotion. Whatever adjustment takes, it always involves a complex relationship between the individual's needs, the opportunities provided by his particular environment and his competence in using the responses available to him. Gates et. al. (1950) has aptly remarked "adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment."

From the above discussion it appears that adjustment means flexibility in meeting changed circumstances, including efforts of the individual to maintain a harmonious relationship with the environment. On the other hand, lack of harmony with self or environment or in other words a more or less enduring failure of adjustment is called maladjustment.

So far the areas of adjustment is concerned the followin2, areas shall be considered in the present relent study-

1. Home adjustment
2. Health adjustment
3. Social adjustment
4. Emotional adjustment
5. Educational adjustment.

Major aspects of adjustment among students.

**Home adjustment:** Home promotes satisfaction and security. The degree of adjustment of an individual exhibits in his/her behavior with others. So is the ease with home adjustment, if one is well adjusted in home, most probably he/she must has been well adjusted socially because the adjustment in different field of life are related and effective to each other.

So the adjustment at students should be healthy one. The reflection of well and poor adjusted students is clearly seen their behaviour with their class fellows. A well adjusted child will be more cherished and happy in comparison to the poor adjusted.

**Health adjustment:** Health also plays prime role in the development of one's personality. Sound health is the source of satisfaction and adjustment. The person should be physically as well as mentally healthy. Physically and mentally healthy person always feels himself/herself well adjusted in society them the unhealthy one. An unhealthy person always cries for his/ her weakness and could not participate fully with others physically and mentally healthy person will be less guided by emotions. This is known all the roof of personality. Such physically and mentally healthy person feels themselves secure and content in their life.

**(c) Social adjustment:** It is generally said that man is a social animal. In reference to this we may say that a person develops his personality in his/her social environment, he/she tries to mold himself/herself according to his/her society in which he/she lives and where his/her social needs and desires are satisfied. And then he/she feels his self/herself socially adjusted.

Areas of social adjustment is influenced by social maturity of the person. Maturity in social relationship means to establish good

relations with family, neighbours, play mates class fellows teachers and other members of the society.

**(d) Emotional adjustment:** A person is emotionally adjusted if he/she expresses emotion in a proper situation in a proper form. An emotionally unstable person may be well adjusted and emotionally unstable person may be well adjusted and emotionally unstable conditions causes mental disorders and mal adjustment.

Emotional adjustment is essential for creating a sound personality. It is the roof of personality adjustment and physical, intellectual, mental and esthetical adjustments are possible when emotional adjustment is made.

Emotional adjustment is followed by the social adjustment. Such person's activities are socially beneficial and individually helpful in maintaining effective personality.

Adjustment in psychology refers to behavioural process by which humans maintain equilibrium among their various need or between their needs and the obstacles of their environment. Human beings are able to adjust to the physical, social and psychological demands that arise from having interdependent abilities with other individual.

(ii) There will be significant difference in the stress level of the students of Govt. School and Private School.

(iii) There will be negative relation in stress and adjustment.

(iv) There will be significant difference in neurotic behaviour  
*of the students of Govt. School and Private School.*

**Research Tools:**

- (i) Glezer Behaviour Rating Scale (was used for measuring stress level 'Type A and Type B' behaviour) in terms of grading.
- (ii) Bell's Adjustment Inventory (developed by Mohsin — Shamshad, 1987)
- (iii) Eysenck's Personality Inventory
- (iv) Personal data sheet: A personal data sheet prepared by the researcher herself was used for collecting necessary information of the respondents such as age, sex, class, types of institution, type and size of the family, education and occupation of the parents etc. were collected.

**Sample:-**

The sample of the study consisted of the student 200 boys and from Govt. School and Private School studying in class X and two types of schools Viz, in Govt. School like Zila School, **B. B.** Collegiate School, Mukherjee Seminary School & Chapman Girl's 1 Muzaffapur, the private school like North Point School, Sun School, Holly Mission School and Dolphin School Muzaffapur ). The distribution of samples were as follows: All Govt. is 20, 20, 20, 20, 20 and all private schools 20, 20, 20, 20, 20.

Display the comparison of students among the Govt. & Private School on the areas of adjustment and overall adjustment. It is noticed that student of Govt. & Private School faced more problems in social psychological relations and curriculum and teaching procedures.

It is evident from the overall adjustment level shows in Govt. School students mean score = 41.80, SD=11.45, SE = 1.14; and private school students mean score = 49.39, SD = 12.80, SE = 1.28 (t=8.74; df=198; P=<.01).

The trend of the problems of the adjustment of the Govt. School was identical of all the students (including girls).

The result interpreted in terms of majority of students faced problems from Govt. Schools in overall adjustment. The analysis of table -2 shows significant difference on overall adjustment problems of students among Govt. School students.

Component wise (home, health, social and emotional areas) among students table -2 depicts the significant between the two types of schools (Govt. & Private) leads on the conclusion that the Private School Students excelled their in home, health, social and emotional areas than their Govt. School Students Counterparts.

It is evident from the above table (2). The overall adjustment level shows in Govt. and Private School Students. But the scores of overall adjustment level of Private School Students were superior than Govt. School Students. It would be clear from table (2) where as the scores of overall adjustment level of Govt. School Students mean= 41.80, SD = 11.45, SE = 1.14; and Private School Students mean = 49.39, SD = 12.80, SE 1.28 (t=8.74; df=198; P=<.01).

**The results to know the relationship between stress and adjustment of Govt. School students.**

The findings displayed in table (3) showed significant negative correlation between the stress and adjustment (r =-0.862, df= 99, P=<.01).

The results to know the relationship between stress and adjustment in Private School Students.

The result recorded in table (4) showed significant negative correlation between stress and adjustment ( $r = -0.524$ ;  $df = 99$ ;  $P < .01$ ).

**Result**

The scores obtained by the two sample group of students i.e, Govt. School Students & Private School Students were tabulated and mean scores were calculated. The Govt. high school students obtained 7 means score where as private high school students scored 6 mean values. According to percentile norm presented in EPI manual the mean scores of both sample (Govt. School Students & Private School Students) percentile rank calculated as 41 and 31 respectively. The table of percentile norms of EPI is being given below.

**Table – I**

Percentile norms of P, E, N, L and S.

Original Obtain	Percentile Ranks	Original Obtain	Percentile Ranks
Raw Score	PENLS	Raw Score	PENL
1	1 0 1 0 7	10	92 28 72 22
2	3 0 3 0 20	11	95 41 82 32
3	10 0 7 0 20	12	96 57 87 43
4	22 1 13 1 47	13	97 71 92 55
5	37 3 21 2 59	14	98 82 95 68
6	53 4 31 3 70	15	99 90 97 79
7	66 7 41 6 82	16	100 96 98 90
8	77 11 52 9 94	17	100 90 99 96
9	86 19 63 15 -	18	100 100 100 99

On the basis of percentile rank, it can be said that Govt. School Students neuroticism rank is 41% which shows that 59% of the student population is below

percentile rank in neuroticism. The other sample, the students of private school are at 31 PR which indicate that 69% of the student population is below in neuroticism than this group. Now it can be concluded that though the Govt. School Students scored high neuroticism score (M=07) than their counterpart private school Student (M=06), both the two group do not fall in the neuroticism dimension of personality.

### **REFERENCES**

- Reynolds, C.R. & Gutkin, T. (1982) : The hand book of school Psychology. New york. wiley.
- Reynolds, W.M. (1984): Depression in children and adolescents. Phenomenology evaluation and treatment. School Psychology Review, 13 (1) 171-182.
- Seeman, M.V. (1997) : Psychopathology in women and men : Focus on Female hormones. American Journal of Psychiatry, 154, 1641-1647.
- Silverman, W.K., & Nelles, W.B. (1988) : The anxiety disorders interview schedule for children. Journal of the American Academy of child and adolescent Psychiatry, 27, 772-778.
- Kobasa, S.C.O. (1979) : stressful life events, Personality and health. An enquiry in to hardiness. Journal of personality and social Psy. 39, PP 1-11.
- Friedman, H.S., Tucker, J.S. (1994) : Personality health and longevity. Current Directions in Psychological science, 3, 37-41.
- Kobasa, S.C.O (1990) : stress resistant Personality : In R.E. Ornstein and C. swencionis (eds.). The healing brain (PP 219-230) : New york : Guilford press.



Alam, M.R. and Razaque. S. (2002) :Dimensions of social behaviour, Delhi, Manak Publications,  
Pvt. Ltd.

Lazarus, R.S. and Folman, S. (1984) : Stress, appraisal and coping.  
Newyork : springer.

Kobasa, S. C. O. Mad [diet. al.](#), (2002) : Effectiveness of hardiness, exercise and social  
support as resources against illness. Journal of psychosomatic  
Research, 29 (5) : 525-533.

Maier, S.F. and watkins L.R. (2000) : The Immune system as a sensory system :  
Implication of psychology.

Mayer, D.G & Diener, E. (1995) : "Who is happy" psychological science, 6, 10-9.

Pandey, J. (2002) psychology in India revisited : Development in the discipline (vol.2)  
New Delhi Sage publications.

Pestonjee, D. M. (1992) : stress & coping : The Indian Experience. New Delhi, Sage  
publications.

Peterson, E. L., Seligman, M. E. P. et. al. (1998) : Catastrophising and untimely death.  
psychological science, 9, 127-130.