

Effect of extraversion and neuroticism on adjustment of students

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ABSTRACT

To see the effect of Extraversion and Neuroticism on Adjustment in different dimensions – Home, Health, Social, Emotional, Educational and Overall +2 level male and female students were administered ‘Neuroticism and Introversion – Extraversion Inventory’ (NIEI) constructed and standardized by Muhar, Bhatia and Kapoor (2008) and ‘Adjustment Inventory for College Students’ were administered on 60 male and 60 female students undergoing study in +2 classes of Jawahar Navodaya Vidyalaya, Katihar (Bihar). The comparison of adjustment scores of neurotic/stable and extrovert/introvert revealed that extrovert students are significantly higher on social and emotional adjustment and significantly lower on educational adjustment than introvert students. Neurotic students are significantly lower than stable students on all dimensions of adjustment.

Keywords: *Extraversion, Neuroticism, Adjustment, Problems, JNV.*

Extraversion means an outward turning of the libido. This is defined as an outward transfer of interest from the individual to the object. **Jung (1923)** presents a very extensive description of personality traits of introvert and extrovert personalities. The extrovert is a person who values the outer world, seeks for social approval and tends to conform to the mores of his society. Extravert's behaviour is determined by objective environment. An extrovert is social, carefree, optimistic, laughing and practical. He is fond of practical jokes, always has a readymade answer and generally likes change. He is extensive rather than intensive, experimental rather than theoretical, materialistic rather than mentalistic.

Introversion, opposite aspect of extraversion, means turning inward of libido whereby a negative relation is expressed between the subject and the object. Introvert's interest does not move towards the object, but retreats towards the subject. Thus, introversion is defined as a recession of interest from the object, towards the subject. An introvert person thinks, feels, and acts in a way which shows that the subject is the chief factor of motivation. The object has secondary value in introverts. Introversion may possess either a more intellectual or a more emotional character. It can be characterised by either intuition or sensation. The introvert's behaviour is determined by subjective consideration. He is secretive aloof, solitary and quiet. He does not like excitement. His behaviour is inflexible and rigid because he lives by his own rules and ideas. He

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is tough, sensitive, unsympathetic, emotionally reserved and cold who indulges himself in day dreaming and self-analysis.

Neuroticism - Stability is another dimension of personality, in which neuroticism is a personality feature characterized by neurotic or psycho-neurotic symptoms. According to **Coleman (1972)**, there is pathological development trends within the personality of neurotics. This leads to misevaluation of environmental problems, severe conflicts, and inefficient personal and social adjustments. These pathological trends show a long developmental history. They begin in faulty parent-child relations which causes immature and distorted attitudes not only towards oneself but also toward the surrounding world. Consequently, in the face of stress situations, which most of us could handle successfully, these Individuals experience severe anxiety and resort to the use of unhealthy neurotic defense patterns. The neurotic response to these stress may take many forms such as anxiety attacks, phobias and compulsions, Although neurotics are mentally ill, the illness does not involve gross classification of external reality in the sense of delusions and hallucinations, nor is it likely to cause them to engage in violent behaviour with respect either to society or to themselves. Rather they are unhappy, anxious, inefficient individuals who do not ordinarily require hospitalisation, but who are, nevertheless, badly in the need of psychiatric assistance.

To live a successful life it is essential to have a better adjustment across different spheres of human life. A good adjustment is also linked to individual's mental health and overall well-being. Therefore, social scientists have a great concern to study the adjustment as a psychological variable. Moreover, adjustment is sensitive towards individual and environmental factors. Though the adjustment is influential in success at every stage of human life but it plays larger role for youths. Good adjustment has always been the basis for all round achievements by the youths. In this modern era the crimes and psychological problems are increasing just due to lack of proper adjustment. The quality of adjustment is dependent on several factors, ranging from individual to environmental to technical advancements. There is an urgency to validate the responsible factors for poor adjustment.

Adjustment may be defined as a phenomenon when an individual cope up with the situation that creates comfort ability so that proper harmonious relationship may be maintained. Adjustment has been analyzed as an achievement as well as a process in psychology. The problem of adjustment, being faced by our adolescents, needs serious consideration. It has been rightly estimated that 18th century was characterized by enlightenment, the 19th century by progress and development whereas the 20th century was characterised by anxiety and conflict. The mechanical and busy life has exposed the individuals to a greater stress affecting their adjustment capacity. The internal as well as external demands have been multiplied to which an individual seeks satisfaction. The 21st century is a digital age to build human beings behave like a device demanding too much concentration and speedy response. This has naturally posed severe threats to the individual's personality and adjustment mechanisms.

A significant number of the students from different streams of Navodaya Vidyalaya are suffering from adjustment problems. Their adjustment is the utmost requirement for better academic achievement. Psychological activities of a human being are totally dependent on the adjustment that is needed to be satisfactory. Adjustment is something related to the nature of an individual

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where he/she seeks the favourable environment to adapt himself/herself. No doubt, a well-adjusted personality finds the balanced and good growth in almost all the respects.

The word adjustment has been described in many ways by different psychologists, biologists, mental hygienists and other behavioral scientists. Biologists (**Darwin, 1859, 1871**) take adjustment in terms of adaptation to the physical world. But the process of adjustment is more complex than simple biological adaptation. Generally, people take good adjustment to be passive conformity to the demands of the environment. But as **Torgerson and Adams (1954)**, put. “..... to a psychologist, however, adjustment implies not mere conformity, but a harmonious relationship between the individual and his present environment. A person can achieve adjustment either by adapting his behaviour to the requirements of a situation or by changing the situation to meet his personality needs”.

In psychological studies we find a number of studies which show relation of different variables to adjustment. In this sequence male female differences have been observed on adjustment. **Shalu and Audichya (2006)** made a study to investigate the effect of sex on adjustment in different areas. They found boys emotionally better adjusted than girls, but on social, educational and school adjustment there were not observed significant differences between boys and girls. **Bhardwaj and Helode (2007)** investigated the effect of sex and neuroticism on adjustment of adolescents. They did not find significant effect of sex on adjustment, but neuroticism was found significantly debilitating adjustment. **Srividhya et al. (2011)** compared adjustment problems of male and female students undergoing study in Navodaya, Central and State schools. They found male students experiencing significantly more adjustment problems than female students. **Kumari (2015)** also reported male students experiencing more adjustment problems than female students. Male students were found higher on anxiety level also. But **Ranjan (2015)** reported elderly males significantly higher on adjustment than elderly females.

Mohan and Sharma (1984) studied the adjustment of tribal and urban youth in relation to neuroticism and extraversion. In addition to other findings they reported that urban group was significantly better adjusted than tribal group; and, tribal subjects were more neurotic than urban subjects. **Debrata (1964)** found urban youth to be less neurotic. **Khan and Rai (2009)** reported neuroticism impairing adjustment of girl students. **Bharadwaj and Helode (2007)** also reported neuroticism impairing adjustment. The relation of creativity with adjustment has also been investigated by some researchers (**Azim and Buchh, 2009; Sharan, 2018**).

In this situation the investigator is interested in investigating the roles of Extraversion/Introversion and Neuroticism/Stability in Adjustment in different dimensions of Navodaya Vidyalaya Students undergoing study in +2 classes. For this the following hypotheses were formulated: -

1. There will be significant difference between extrovert and introvert groups on adjustment.
2. There will be significant difference between neurotic and stable groups on adjustment.

METHODOLOGY

Sample

The study was conducted on a sample of 120 (60 male + 60 female) students undergoing study in +2 classes of Jawahar Navodaya Vidyalaya, Katihar. The age range of students was from 15-17 years.

Tests used

For measuring extraversion and neuroticism '**Neuroticism and Introversion – Extraversion Inventory**' (NIEI) was used. The inventory has been constructed and standardized by **Muhar, Bhatia and Kapoor (2008)**. The inventory consists of 50 items. 25 items are related to neuroticism and 25 items are related to extraversion. For measuring adjustment of students in the areas of home, health, social, emotional, educational and overall "**Adjustment Inventory for College Students**" has been used. The inventory has been constructed and standardised by **Sinha, A.K.P. and Singh R.P. (2012)**.

Statistical analysis

To test the effect of extraversion/introversion and neuroticism/stability subjects were classified into extrovert/introvert and neurotic/stable on the basis of classification criteria of NIEI Scale. Adjustment scores in different dimensions of neurotic/stable and extrovert/introvert groups were calculated separately. Means and SDs. were calculated separately for each and every sub-groups. After this 't' test was run to test the effect of independent variables on adjustment in different dimensions.

RESULTS AND DISCUSSION

The mean scores on overall, home, health, social, emotional and educational dimensions of adjustment of extravert group are 46.71, 7.29, 7.06, 7.81, 14.00 and 10.55 respectively while those on the same dimensions of adjustment of introvert group are 47.84, 6.54, 7.45, 9.65, 15.95 and 8.25 respectively (Table – 1). The obtained 't' ratios between mean scores of extravert and introvert groups on overall, home, health, social, emotional and educational dimensions of adjustment are 0.68, 1.61, 0.82, 3.09, 2.33 and 3.89 respectively. Out of these six 't' ratios three 't' ratios are significant at .01 level whereas three 't' ratios for overall, home, health dimension is lower than the required value for significance at .05 level. So these three 't' ratios are insignificant. The analysis of results shows that introvert students show significantly better adjustment on educational dimension and insignificantly better adjustment on home dimension than extrovert students. Extrovert students show significantly better adjustment on emotional and social dimensions, and insignificantly better adjustment in overall and health dimensions. It appears that due to inward recession of libido introvert students have directed their energy towards personal achievement which has resulted in their significantly better educational adjustment than extrovert students. Due to outward direction of libido extrovert students have laid more stress on social activities and objective achievement which has resulted in their significantly better social and health adjustment than introvert students.

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Table – 1 Showing Means, S.Ds. and ‘t’ ratios of Adjustment Scores on different dimensions – Extravert and Introvert Groups.

Groups	Dimensions	N	Means	S.Ds.	df	‘t’ ratios	Level of Sig.
Extravert	Overall	50	46.71	9.25	118	0.68	NS
Introvert	„	70	47.84	8.65			
Extravert	Home	50	7.29	2.58	118	1.61	NS
Introvert	„	70	6.54	2.44			
Extravert	Health	50	7.06	2.71	118	0.82	Ns
Introvert	„	70	7.45	2.34			
Extravert	Social	50	7.81	3.12	118	3.09	.01
Introvert	„	70	9.65	3.33			
Extravert	Emotional	50	14.00	4.55	118	2.33	.01
Introvert	„	70	15.95	5.21			
Extravert	Educational	50	10.55	3.24	118	3.89	.01
Introvert	„	70	8.25	3.12			

The mean scores on overall, home, health, social, emotional and educational dimensions of adjustment of neurotic group are 58.93, 8.58, 9.52, 10.79, 18.51 and 11.53 respectively while those on the same dimensions of adjustment of stable group are 42.61, 6.14, 6.37, 8.10, 13.75 and 8.25 respectively (Table – 2). The obtained ‘t’ ratios between mean scores of neurotic and stable groups on overall, home, health, social, emotional and educational dimensions of adjustment are 8.91, 4.74, 6.06, 4.22, 4.68 and 5.15 respectively. Out of these six ‘t’ ratios all ‘t’ ratios are significant at .01 level. On all the dimensions of adjustment neurotic group has obtained significantly higher mean score than stable group. Higher score denotes poor adjustment whereas lower denotes better adjustment. Significantly higher mean scores of neurotic group in all dimensions denotes that neurotic group is significantly lower on adjustment in all dimensions and faces more adjustment problems in all dimensions than stable group. The results prove that neuroticism is detrimental to adjustment in all dimensions. Our findings support the findings of Khan and Rai (2009) and Bhardwaj and Helode (2007) reported neuroticism impairing adjustment of subjects.

Table – 2 Showing Means, S.Ds. and ‘t’ ratios of Adjustment Scores on different dimensions – Neurotic and Stable Groups.

Groups	Dimensions	N	Means	S.Ds.	df	‘t’ ratios	Level of Sig.
Neurotic	Overall	35	58.93	9.15	118	8.91	.01
Stable	„	85	42.61	9.05			
Neurotic	Home	35	8.58	2.65	118	4.74	.01
Stable	„	85	6.14	2.34			
Neurotic	Health	35	9.52	2.61	118	6.06	.01
Stable	„	85	6.37	2.54			
Neurotic	Social	35	10.79	3.02	118	4.22	.01
Stable	„	85	8.10	3.53			
Neurotic	Emotional	35	18.51	5.22	118	4.68	.01
Stable	„	85	13.75	4.65			
Neurotic	Educational	35	11.53	3.05	118	5.15	.01
Stable	„	85	8.25	3.45			

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CONCLUSION

On the basis of above results and discussion the following conclusions can be drawn,

1. Extravert and Introvert groups differ significantly on social, emotional and educational dimensions of adjustment.
2. Extravert and Introvert groups do not differ significantly on overall, home and health dimensions of adjustment.
3. Neurotic group is significantly lower on Home, Health, Social, Emotional, Educational and Overall dimensions of adjustment than stable group.

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Conflict of Interest

The author declared no conflict of interest.

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