CHAPTER II

REVIEW OF RELATED LITERATURE
It is very essential for a researcher to have a complete and thorough knowledge of the work done by the previous researchers in the specified area of research. It provides the insight and direction to proceed with the problem and saves the researcher from unnecessary trial and error.

Before finalising the present project, the researcher looked into the existing literature relating to personality and adjustment. During such an effort a number of books, year books, encyclopaedia, research reports, journals, dissertations, dissertation abstracts and surveys were consulted at large, to make acquaint with the present state of knowledge, relevant to his project.

In order to place the existing literature in its proper perspective, the present chapter has been divided into three sections first section deals with adjustment; second section deals with personality and third section deals with studies on personality and adjustment.

1- Adjustment
2- Personality
3- Personality and Adjustment

1- ADJUSTMENT

Broadly speaking adjustment refers to the extent to which individual functions efficiently in a world of other people. The term adjustment can also be understood as the efforts of individual to keep rapport with environment and surroundings. Environment also refers to internal and external environments. Hence adjustment may be defined as harmonious relationship with internal environment and external environment.

Eysenck & others\(^1\) defined adjustment as "A state in which the needs of the individual on the one hand and the claims of the environment on the other
hand are fully satisfied or the process by which this harmonious relationship can be attained."

According to Gates and other\(^2\), "Adjustment is a continual process by which a person varies in his behaviour to produce a more harmonious relationship between himself and his environment."

Adjustment is not static but dynamic in its nature. According to Chauhan, Tiwari and Khatter\(^3\) "Adjustment is an index of integration between needs and satisfaction, remains related to achievement, social acceptance, age, sex, economic security and moral standards."

When a person feels obstacles in fulfilling his desires, tension is developed in his mind and on other hand if a person gets the desires fulfilled, he feels pleasure. It is also a fact that when an individual fails to achieve the desired thing or goal, frustration develops and as a consequence the person starts to feel an emotional disturbance in himself. As a result of such type of disturbance the persons are seen to adopt undesirable path to obtain the cherished aim. Such type of persons are termed as maladjusted. On the other hand the persons who overcome this disturbance reduce the tension and don't allow themselves to adopt unwanted means, such type of persons are called 'adjusted' persons.

From the ancient time all the living organism have to struggle with environment and that times circumstances to save their beingness. Huge dynasores died due to lack of adjustment with the environment. A person can success in different fields when he has ability to adjust with that field. The circumstances and needs of this universe is changeable. A person has to face different types of problems and troubles from birth to die. And a person solve these problems with his intelligence, knowledge, ability, etc. This continous process is called adjustment.

Darwin's theory of evolution mentioned that only those organisms most fitted to adapt to hazards of the physical world survive. So we
may say the concept of "Adjustment" was originally a biological one. The biological concept of adaptation has been borrowed by the psychologist and renamed adjustment. The psychologist are more concerned with what might be called psychological survival than physical survival.

Shaffer\textsuperscript{4} defines "Adjustment is the process by which a living organism maintains a balance between it's need and the circumstances that influences the satisfaction of these needs."

We may say that adjustment involves reconciliation of personal and envirommental demands, therefore, adjustment is a process of adopting oneself to environment to one's need. So adjustment can be defined as a satisfactory relationship between the individual and environment. Generally the process of adjustment continues throughout the whole life.

According to Mc Kinnay\textsuperscript{5} "Every one alive has troubles and problems, the most important consideration in determining personal effectiveness is not the amount of trouble or misfortune (within limits) a person encounters but how responds or adjusts to challenges of life."

Studies related to Adjustment

Ohri and Kumar\textsuperscript{6} investigated sex role orientation and adjustment patterns among tribal and nontribal women of Himachal Pradesh with the help of Bell's Adjustment Inventory. The findings revealed that Non-tribals were found to have significantly better adjustment in home and health areas wheras tribals were found to be significantly better on social and emotional adjustment.

Tuple\textsuperscript{7} investigated women students on the basis of lower, higher, lower middle, higher middle income groups. In emotional adjustment both the lower and the higher income groups were more maladjusted. In social adjustment the higher middle group was the most aggressive and the least submissive group in social contracts. In home the lower middle income group was the most maladjusted group physically. The higher income group was superior to the other group
without a single case of maladjustment. Bell's Adjustment Inventory adapted to Indian conditions was used to collect the data.

Pathak\(^8\) studied that popular and rejectee girls were different with each other in every field of adjustment.

Chetna\(^9\) examines the adjustment pattern of Hindu and Muslim females. The sample consisted of 60 Hindu and 60 Muslim women. Mohdin - shamshad Adaptation Inventory, Kulshrestha SES Scale and a personal blank were administered to all the subjects. Her findings reveals that Hindu women were better adjusted than Muslim women. Caste and socio-economic status had a significant effect on the adjustment pattern of the respondents. Women belonging to higher socio-economic status and high caste were better adjusted compared to women belonging to lower socio-economic status and low caste respectively.

Mc Kelvey and Mary\(^10\) found some differences between Black and White divorce or separated mothers on adjustment.

Sandhu\(^11\) found that there is a significant difference in the adjustment of daughters of working and non-working mothers in areas of health, (0.05 level) social and school (0.01 level). High school Adjustment Inventory by Singh and Gupta was used to assess their level of adjustment in five areas.

Singh, Agyajeet and Bawa\(^12\) examines the adjustment problems of working women and compares them with the adjustment problems of non-working women. A sample of 150 working and 50 non-working women was equally divided into 4 groups on the basis of their professions and was administered the Bell Adjustment Inventory. Results reveals (a) Working women especially nurses had adjusted better to their health problems as compared to clerks (b) Working women were better adjusted at home than non-working women (c) Non working women had better adjusted to their emotional problems than working women.

Jamuna and Ramamurti\(^13\) studied adjustment patterns of 150 widows and 150 non-widows. Ramamurti (1968) Adjustment Inventory was used to collect the
data. Results reveal that overall adjustment of widows is worse than that of non-widows.

Jamuna\textsuperscript{14} investigated adjustment pattern of 300 rural women, 100 each in premenopausal group, menopausal group and post-menopausal group. Ramamurti (1968) Adjustment Inventory was used to assess the result. The menopausal group was significantly more maladjusted than the premenopausal group, post menopausal group was also more maladjusted than the menopausal group but to a lesser extent.

Buser\textsuperscript{15} conducted a study to measure the relationship between college participation and Institutional adjustment problems for incarcerated women. Findings of this study reported that Housing inmates as segregation uses greater share of institutional resources than does regular housing.

Bansal\textsuperscript{16} revealed that scheduled caste and high caste Hindu adolescents were differ significantly (at .05 level) in the field of home, school, social and emotional adjustment. High caste students were superior in the different fields of adjustment. It reveals that high caste students adjustment was better than scheduled caste students in every field.

Manwani et. al\textsuperscript{17} selected scheduled caste and non-scheduled caste students study habit inventory, anxiety scale and adjustment inventory administered on them. Results revealed that scheduled caste students were found to have poor study habits adjustment and high level of anxiety in comparison to non-scheduled caste students.

Goburdhan, Singh and Singh\textsuperscript{18} found that among the age group 19-20 years, foreign students in India have significantly more problems related to health and physical development, adjustment to college work, curriculum and teaching procedure than Indian students.

Alexander\textsuperscript{19} found that Keralites can be adjusted more successful than Gujaratis in terms of education, occupational status and social prestige, whereas Gujaratis are considered more successful than Keralites in terms of income level.
Saheed and Saheed\textsuperscript{20} studied Saudi and Arabian Gulf students adjustment problems in eastern Washington. Both the groups have significant differences in two or more fields. The sample consisted of 103 females and males. The Michigan International Inventory was used to collect the data.

Guddu\textsuperscript{21} studied to identify and analyze international graduate students adjustment problems. It reveals that female students experienced significantly more problems in the health services and academic records areas than male counterparts. European students reported fewer problems than the remaining four groups.

Nigam\textsuperscript{22} found that there was no significant difference in the adjustment of female students who live in the hostel and who live with their parents.

Raju and Raj\textsuperscript{23} studied self-esteem and adjustment of backward classes and high caste students. He found that there were no significant differences between the students on family and social adjustment.

Sharma\textsuperscript{24} studied the adjustment problems of the scheduled castes and scheduled tribes by selecting a sample of 100 scheduled castes and scheduled tribes boys and 100 scheduled castes and scheduled tribes girls. The study revealed that girls and not boys faced adjustment problems in the emotional and academic fields.

Goswami\textsuperscript{25} found that the adolescent girls have problems in the emotional, mental, school studies, home, physical and sexual areas.

Reddy\textsuperscript{26} is of the opinion that socio-cultural disadvantage is reflected in the greater incidence of emotional and health problems of adolescence.

Thus most of the studies indicate that socio economic status, region, environment, community difference, race difference, profession, living in another country/state play a significant role in the adjustment while only few studies do not support these findings.

2- PERSONALITY

Writing on personality, Super\textsuperscript{27} aptly remarked "The field of personality is one of the most popular, challenging, important and confused in
contemporary psychology". Psychologists have defined personality in a variety of ways emphasizing one aspect or another in their definitions and this has created a good deal of confusion. Some psychologists look at personality from the standpoint of individual in question, taking into consideration his unique qualities (Vernon\textsuperscript{28}, Stagner\textsuperscript{29}, Allport\textsuperscript{30}). Some other psychologists who have given explicit attention to the field with in which behaviour occurs (Lewin\textsuperscript{31}, Murphy\textsuperscript{32}, Murray and Kluckohn\textsuperscript{33}) Whereas concern of psychologists like Cattell \textsuperscript{34}, Eysenck \textsuperscript{35, 36}, and Guilfoled \textsuperscript{39} has been to study personality as an organisation of traits, modern psychologists like Bandura, Mischel, Peteren and Langer\textsuperscript{40} view personality as shaped by environment. Theorists like Frued, Erickson\textsuperscript{41}, Piaget, Flavell\textsuperscript{42} and others see personality in terms of fixed stages, while psychologist like Mc Curdy emphasize social stimulus value of personality.

Considering this confusion and difficulty regarding the nature of personality Hall and Lindzey \textsuperscript{43} have provided a general definition of personality. "Personality consists concretely of set values or descriptive terms which are used to describe the individual being studied according to the variables or dimensions which occupy a central position with in the particulars theory utilised".

Personality is a complex concept. The term personality has been derived from the latin word "Persona", synonym of persona in English is "Mask". Greek actors used to wear it before their faces when they worked on stage. Personality is a dynamic concept by which a man adjust with their environment. Personality is not a stable thing but a dynamic concept which always changed and developed. Development of personality becomes in social circumstances and it shows by mutual reaction interaction with the people. For the purpose of this study. Allport definition has been accepted as a working definition of personality.

Allport\textsuperscript{44} defines "Personality is the dynamic organization with in the individuals of those psycho-physical systems that determine his unique adjustment to his
environment." Even today for a laymen, personality means the effect which an individual leaves on others.

Man is a social animal. Formation of personality becomes through social relations. Society plays a vital role in developing personality. So we may say social incentive gives a very important role in the sizing of personality. We may say personality is unique. Any two individual even the identical twins have alike personality.

Studies related to personality traits/factors

Gaur found that scheduled castes and backward class graduate and post graduate girls students were lower in intelligence, less aggressive and less dominant than the non-scheduled castes counterparts and non-backward classes students. Though they perceived themselves as more confident, they had a feeling of inadequacy and inferiority and were also found to be emotionally stable.

Brown concluded that there are personality differences between Black and White female engineering students.

Mukherjee, Reba & Kak studied the same age girls on anxiety, neuroticism, self sufficiency, introversion, dominance and intelligence. Boarders and day-scholars did not differ in intelligence, the boarders were found to be more anxious, neurotic and introverted.

Malik studied popular, neglectee, isolate and rejectee adolescent girls of IX and X classes. Cattell's H.S.P.Q. was used to collect the data with regard to the total personality pattern. There existed significant differences among various sociometric groups.

Basu found that East Pakistani and Tibetan refugee female showed a marked differences among themselves specially in intelligence test scores.

Mirchandani found that institutionalised delinquent girls were less intelligent, whereas the non-delinquent school girls with behaviour problems were more intelligent than the girls in the norm group. The non-delinquent school girls with behaviour problems were emotionally better adjusted, while the
institutionalized delinquent girls were emotionally more disturbed than the girls in
the norm group. The three groups differed each other in emotional stability but
they did not differ on dominance. There was an inverse relationship between
behaviour problems and the general attitude.

Rangari and Palsane\textsuperscript{41} administered non-verbal test of intelligence (Nofde 1961)
on scheduled caste and non-scheduled caste college students. It reveals that
among the urban female, the non-scheduled caste students were found to have
higher I.Q. than the scheduled caste students, while the rural women did not
show a significant difference.

Shikari\textsuperscript{52} studied personality pattern of tribal, non-tribal, urban and rural. Rural
students were found to be more dogmatic than the urban students with in the
tribal and non-tribal samples. With in the rural sample the female students were
found to be more dogmatic than the male students. It also revealed that
non-tribal student showed greater anxiety compared to the tribal student, sample
consisted of both male and female.

Mohan and Gill\textsuperscript{53} concluded that deprived children were significantly more
neurotic and introverted than non-deprived children. Junior Personality Inventory by
Mohan et al., was used to collect the data.

Tiwari\textsuperscript{54} found that urban students were superior to their rural counterparts in
intelligence. In sociability urban students were superior to rural students. In health
urban students were superior to rural ones. Sample consisted of Boys and girls
of class X of urban and rural counterparts.

Eysenck, Sybil and Tambs\textsuperscript{55} concluded that both Norwegian and English male
and female have some differences on Psycholicism (P), Extraversion (E),
Neuroticism (N) and Social desirability or Lie scale (L), sample consisted of
377 male and 425 female.

Dubey\textsuperscript{56} conducted a study on scheduled castes and non-scheduled castes
adolescents and young adult male matched on age, sex, economic and
institutional variables. Hindi version of Cattell's H.S.P.Q. was administered on
them. It was found that scheduled castes adolescents differed significantly from non-scheduled castes ones on personality factors A, B, D, F, and Q2. Among young adult groups there was significant difference in factor B, C, H, M and O between scheduled castes and non-scheduled castes.

Mishra concluded that (1) Scheduled tribes students were more intelligent, sober, conscientious, zestful, self sufficient, controlled and tensed than their scheduled castes counterparts. (2) The scheduled caste students in comparison to the non-scheduled caste/tribes students were found to be reserved, less intelligent, emotionally less stable, inactive, submissive, happy-go lucky, having weaker super ego strength, tough minded, insecure, sociably group- dependent and tensed. (3) The non-scheduled castes/tribes students when compared to scheduled tribes students were found to be outgoing more intelligent, emotionally stable, overactive, tender-minded, reflective, self assured, relaxed and having low integration. Sample consisted of 120 SC, 150 ST and 130 Non SC/ST. H.S.P.Q. of Cattell was used to collect the data.

Sharma concluded that significant differences do exist between the scheduled castes and non-scheduled castes students teachers on behavoural dimensions. The scheduled caste students teachers were found to be relatively lower scholastic mental capacity than their counterparts of higher castes. Further it was also concluded that scheduled castes students were less creative, more easygoing, more expressive emotionally, less confident, more prone to adopt withdrawing behaviour and having higher degree of emotional instability.

Singh findings showed that scheduled castes students were inferior to non-scheduled castes students in verbal intelligence and had more anxiety and less self-control. They were found to be less sober and differed significantly in terms of occupational structure of parents as compared to non-scheduled castes students. Kakkar found that scheduled castes students have all those personality characteristics which are needed for progress in life, rather they were higher than their non-scheduled castes counterparts in vigour and ascendancy, equal to
others in cautiousness, personality relations and responsibility and lower than other in original thinking emotional stability and sociability.

Roe\textsuperscript{61} has made their investigation on personality and creativity in relation to family background. A number of studies like those of Sarason and Mandler\textsuperscript{62}, Swell and Hallan\textsuperscript{63}, Dahlstrom and Welsh\textsuperscript{64} & Haywood and Debbs\textsuperscript{65} have shown that lower class individuals have higher anxiety levels than the individuals belonging to upper class. Lower class children have been found to be more anxious than even middle class children by Dunn\textsuperscript{66}, Hawkea and Koff.\textsuperscript{67}. Ann\textsuperscript{68} reported that there is no difference between the school division (National Association of Intercollegiate Atheletics and National College Atheletics Association) and personality preference for female atheletic administrators. Myers Briggs personality types was used to collect the data.

Helen\textsuperscript{69} found that there were no statistically personality differences between abused and non-abused community college female students. The Personality Research Form (Jackson 1989) were individually taken.

Mittal\textsuperscript{70} found that the scheduled castes and non-scheduled castes girls did not differ significantly on all the factors of personality. 16 P.F. test was used. Sample consisted of boys and girls.

Magidas\textsuperscript{71} studied children of hidden Holocaust survivors and American Jewish parents. His results indicated that there were no differences in the personality characteristics of the two groups.

Jain\textsuperscript{72} studied personality studies of adolescent girls with specific reference to the students in the girls colleges. Girls had confidence in her own judgement, socially well adjusted and aggression widely prevailed among adolescent girls.

Gupta\textsuperscript{73} investigated that the teenager female has four factors in their personality. They are excitability, sociability, behaviour superiority and extroversion. Sample consisted of 100 female students in the range of 14-17 years. The Meenakshi Personality Inventory was used to collect the data.
Thus most of the studies indicate that scheduled castes, non-backward classes, high caste, race difference, boarders and day scholars, various sociometric groups, regional difference, intelligence, urban and rural play a significant role in the personality factors/traits.

3- Adjustment and Personality

Extraversion and neuroticism have been treated as the basic and potentially powerful factors affecting individual's orientations towards the self and the outside world. Studies trying to explore relationship between adjustment as influenced by personality factors are however limited in number.

Studies related to Personality and Adjustment

Kabra in a comparative study of scheduled castes and non-scheduled castes female students, confirms some frequently observed relationship between caste and class as it operates in our society. The scheduled castes girls showed lower participation in co-curricular activities, lower social adjustment and lower scholastic achievement. The tools were High school Personality Questionnaire of Kapoor and Srivastava and Adjustment Inventory of Sinha and Singh.

Narchal and Shukla found that female students belonging to big, medium and small families were different in the different fields of adjustment and personality with one another.

Sinha, Sen and Sajee reported that female undergraduates adjustment was negatively related to anxiety and neuroticism and positively correlated with extraversion and extraversion was found to be negatively correlated with anxiety and positive relationship was found between neuroticism and anxiety.

Matoo found that the adolescents of the higher intelligence group, born in poor families have a significant poorer home adjustment than their equals, born in middle and upper class homes and their emotional and social adjustment register a significant drop in come down from higher to the middle socio-economic status. Sample consisted of boys and girls.
Chandra and Gupta\textsuperscript{78} found that in home, health, society, school and emotional adjustment, high intelligent adolescents were comparatively better adjusted than their low intelligent peers.

Sahney\textsuperscript{79} concluded that delinquents showed significant differences from non-delinquents in respect of extraversion/introversion, social maladjustment and autism and denial. The delinquents showed significantly poor adjustment on home, health, emotional, social and total adjustment.

Karr\textsuperscript{80} determine if rural children held an advantage over urban children personality adjustment. According to findings of this investigation a rural setting does not represent superior environment advantages as compared to the urban environment.

Gupta\textsuperscript{81} concluded that students having urban background differed significantly with better adjustment on their part, than those having rural background. It also indicated that positive and significant relationship between personality adjustment and extraversion-introversion.

Dewey\textsuperscript{82} found that intelligence was positively related to adjustment. Compared to the group as a whole, the children with higher intelligence were less anxious and nervous and less likely to evidence problems in physical development, cognitive development and behaviour. Eighty three gifted children, aged 7-11 years, and their parents completed self report instrument on personality adjustment. According to Agarwal and Pawar\textsuperscript{83} adjustment scores were found to correlate significantly with intelligence, creativity, socio economic status and anxiety. Intelligence appears to be an important predictor of adjustment.

Martin\textsuperscript{84} studied social and personality correlates of psychological adjustment in perimenopausal women. Findings is that social support, narcissism, locus of control and a component of career salience achieved significant relationship to the dependent adjustment measures of depression, anxiety and self-esteem.

Sushma\textsuperscript{85} found that no significant differences were observed between the juvenile and adult female offenders on personality characteristics, intelligence, achievement, motivation, adjustment and socio economic status. Offenders were maladjusted in all the areas of adjustment.
Chobey\textsuperscript{86} compared personality factors, academic achievement and scholastic achievement of socially high and low deprived tribal youths of Rajasthan but did not find any difference in the personalities and academic achievement of these two groups.

Most of the studies therefore indicate that students adjustment is related to their personality factors/traits.

**Conclusion**

It is revealed from the review of literature that socio-economic status, environment, region, community difference, race difference, intelligence, urban and rural, scheduled castes and non-scheduled castes may affect the adjustment and personality of the students. Most of these studies are conducted on both the sexes and very few on female. There are number of researches showing relationship between scheduled castes and non-scheduled castes. Hence to arrive on conclusion researcher has made an effort to find out the relationship between personality and adjustment pattern of scheduled castes, other backward classes and general female students of B.A. Final year.
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