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PERSONALITY ADJUSTMENT OF STUDENTS IN PROFESSIONAL AND NON-PROFESSIONAL COURSES OF STUDY IN THE UNIVERSITY OF CALABAR

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Abstract

A sample of 100 participants were studied for their personality adjustment. Neyman Kohlstedt Diagnostic Test for Introversion-Extroversion and the Adjustment Inventory for University Students were employed. It was found that personality characteristics are positively associated with adjustment; the introverts have less adjustment problems than extroverts; and the introverts and extraverts do not differ markedly in any particular area of adjustment.

Introduction

Adjustment is the process behaviour by which individuals or human and other animals as well maintain an equilibrium among their various needs or between their needs and the obstacles in their environments. The suffering of anxiety, deprivations, and guilt all dignity some lack of adjustment to the world; especially to other people. Adjustment implies changes in the people, or changes in the world, which must occur before the suffering disappears and is replaced by happiness or satisfaction.

Both healthy and unhealthy personalities fall heir to psychological suffering. They differ, however, in the adjustment which they undertake in order to remove the suffering. The unhealthy personality generally adjusts in ways which are best stopgaps, he treats symptoms. The healthy personality strives for cure, for alteration of the basic conditions responsible for the suffering. Oftentimes it would appear to the on looker that the efforts of the healthy personality at cure are indirect or round about. Yet

this is only appearance oftentimes a student finds himself in a class where he must give a weekly oral report on various topics. Each time that he confronts the class he becomes so anxious that his mind goes blank and he can only stammer a few half coherent sentences, in spite of the fact that he has read the material on which he must report. His anxiety in the presence of his teachers and classmates may be regarded as his most salient symptom that brings about poor adjustment, which untimely leads to ineffective learning. For this student to obtain effective learning which is healthy adjustment would entail on thorough examination of the student's life situation. The outcome will be that through this discussion and examination the student finds the courage to discuss his preferences for a course of study that is of interest and agreeable. This effort on the part of the person leads to healthy adjustment which brings about effective learning. However we find that many students seem to lack the tools to, tackle the changing modes in his behaviour and changing the environment leading to inappropriate adjustment.

A number of personality theorists have chosen to emphasize the function of personality in mediating the adjustment of the individual. Personality consists of the varied and yet typical efforts at adjustment that are carried out by the individual (Hall and Lindzey, 1985). A very general meaning of personality adjustment, according to Patty & Johnson (1953) "is the process of living itself the dynamic equilibrium of the total organism or personality". Adjustment is an active process that occurs as the individual lives in his home, takes education, does some job and engages in social relationships. Adjustment is the process of establishing a psychological relationship between the individual and his environment.

Adolescence is an important phase in the individual's life. During this period, he undergoes many storm and stresses. He faces many anxiety and uncertainties. The university education in this period adds to the adjustment problems of youths. Most University students are said to suffer from adjustment problem. The important areas of adjustment problems of University students are

home, health, social, emotional, and educational.

The importance of the need for a desirable personality for better adjustment is confirmed by many studies. The study of Rozenweig (1944) points out the importance of personality which is individual's capacity to withstand frustration without failure of psychological adjustment. Jenkin (1958) study revealed the fact that to some extent poorly adjusted people behave like "thinking introverts". Sherman and Joast (1942) found neurotics have lower frustration tolerance. Their study further revealed that introverts and neurotics have more adjustment problems than others. Gupta (1978) found positive and significant relationship between personality adjustment and extraversion-introversion. Neuroticism was found to be inversely but highly and significantly related to personality adjustment. Ugal (1997) compared adjustment problems among university students in relationship to their academic achievement. The results of the study showed that the well adjusted performed better than the maladjusted in their every day living.

This present study was undertaken to find out the personality adjustment of student in professional and non-professional courses the specific areas of home, health, social, economical and dedicational. An individual may find himself suffering because of the way in which his work environment is set up. He does not like the physical or the social environment in his work situation. He may devote his skills and efforts to altering these arrangements if these fails them he might seek another position where work can be accomplished at a lesser sacrifice of ease, productivity, and comfort and where unhealthy change in the self is required. For this brings emotional stability of the individual which eventually affects his personality adjustment.

Method

The sample consisted of 100 students of which 50 were randomly drawn from Medical school (Professional group) and the other 50 from Arts and Science faculties (Non-professional group) of the University of Calabar. The sample included participants of both

sex groups and different age levels. The age of the participants ranged from 18 to 23 years with an average of 20 years.

Neyman-Kohlstedt Diagnostic Test for introversion Extraversion was used to measure respondents' degree of introvertive-extravertive tendency. It consists of 50 items. The participant is asked to express his personal like or dislike for each item. The type of response an individual makes to each item determines whether he is an introvert or an extrovert. A minus score indicates introvert tendency and a plus score extravert. Each area is having a maximum score of fifty.

The Adjustment Inventory for University students developed and standardized by Sinha and Singh (1980) was used. It contains 102 items with Yes or No type answering. It measures the adjustment of students on areas such as home, health, social, emotional, and educational. The individual total score ranges from 0 to 102 and the high score indicates one's poor adjustment. This inventory was found to yield a high reliability (.79) on University population.

Procedure

The randomly selected student participants were approached individually. The researcher also explained to them the purpose and answering method of the questionnaires, and requested to answer it as fast as they could without any time stipulation. Usually the respondents took 20 to 30 minutes to complete the questionnaire. The responses to the questions were scored in accordance with the scoring key and procedure formulated by the authors

Results and Discussion

Table 1: Showing the correlation co-efficient, t-value and level of significance between personality and adjustment scores

Groups	N	R	t	Level of significance
General sample	100	.48	5.41	.01
Professional group	50	.53	4.33	.01
Non-professional group	50	.46	3.58	.01

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The influence of personality characteristics upon adjustment was tested in this study, and the data have been summarized in table 1, the co-efficient of correlations for the general sample (.48), professional group (.58) and for Non-professional group (.46) which are all very significant (.01 level) show a definite and positive relationship between the personality characteristics of University students and their adjustment. The results of this study seem to agree with the previous studies made by Gupta (1978), and Joseph Alexander and Rajamanickam (1988). Lazarus' (1976) observation indicated that personality and adjustment are inextricably bound together seems to hold good in this study for students population.

Table 2: Showing the mean, SD, t-values, and level of significance of professional and non-professional student groups for different areas of Adjustment

Areas of adjustment	Group	N	Mean	SD	t	LEVEL OF SIGNIFICANCE
Home	Professional	50	3.78	2.24		
	Non-professional	50	4.18	2.40		
Health	Professional	50	3.92	2.49		
	Non-professional	50	3.30	2.07		
Social	Professional	50	7.84	3.02		
	Non-professional	50	8.10	2.50		
Emotional	Professional	50	11.64	4.45		
	Non-professional	50	12.10	4.03		
Educations	Professional	50	6.74	3.32		
	Non-professional	50	6.92	3.32		

The mean scores of professional and non-professional students on home, health, social, emotional, and educational dimensions of adjustment were statistically compared in table 2 to know the areas of adjustment of the two groups. It is evident from the results in Table 2 that professional students score less than non-professional implying better adjustment in the areas of home, social, emotional, and educational. Only in health area non-

professional (3.30) are better than professional (3.92). When the differences between these two study groups are treated statistically for different areas of adjustment the insignificant t-values suggest that both professional and non-professional students do not differ in their adjustment in the areas of home, health, social, emotional, and educational. A closer inspection of the data in Table 2 reveals that both the professional and non-professional students' adjustment is quite satisfactory (lower means scores meaning good adjustment) in all areas; and the difference between the two groups in all areas are very minimal (insignificant) implying both groups are almost in the same level of adjustment.

Table 3: Showing the Mean, SD, SEM, t-values, and level of significance of personality groups for adjustment scores.

Group	Personality type	N	M	SD	SEM	t	Level of significance
Professional	Introverts	23	21.96	6.93	1.33		
	Extraverts	27	43.70	8.10	1.69	2.12	.05
Non-professional	Introverts	27	26.35	6.78	1.41		
	Extraverts	23	41.52	7.72	1.48	2.04	.05
	Between professional Introvert and Non-professional Introvert					1.94	.01
	Between professional Extravert and non-professional Extravert					2.2 ^o	.05

The results in table 3 yields a comparasion between introverts and extraverts of both professional and non-professional groups on adjustment. It is evident from the significant t-values that students differ in their adjustment on the basis of their personality type. In both the professional and non-professional groups introverts (21.96;26.35 respectively) are better adjusted than extraverts (43.70; 41,52 respectively) and their differences are also significant/The professional group introverts (21.96) show better adjustment than non-professional group introverts (26.35) and the difference between the groups is also significant. The non-professional group extraverts (41.52) are better than

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professional extraverts (43.70) in adjustment. It is interesting to note in this study that introverts have less adjustment problems than the extraverts. This findings goes against the findings of the previous study by Sheman and Joast (1943) and Joseph, Alexander and Rajamaichan (1988). Their studies found that the neurotics and introverts have more adjustment problems than extroverts.

Table 4: Showing mean and SD of introverts and extraverts of professional and non-professional groups for adjustment scores

Adjustment dimensions	Professional				Non-professional			
	Introverts (n=27)		Extraverts (n=23)		Introverts (N=23)		Extraverts (n=s27)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Home	3.04	2.01	4.65	2.17	2.91	1.57	5.26	2.43
Health	2.85	1.60	5.17	3.26	2.78	1.14	3.75	2.53
Social	6.22	2.22	9.70	2.76	6.70	2.09	9.30	2.17
Emotional	8.74	2.94	15.13	3.10	9.52	2.75	14.37	3.85
Educational	4.81	2.29	9.07	2.89	4.57	2.02	9.19	2.68

Table 5: Showing t-ratios between introverts and extraverts of professional and non-professional groups and level of significance.

	Professional Introvert Vs Extrovert	Non-Professional a Introvert Vs Extrovert	Introvert Professional Vs Non-Professional	Extrovert Professional Vs Non-professional
Home	.59	.60	.53	.66
Health	.71	.57	.40	.82
Social	.61	.61	.61	.70
Emotional	.86	.96	.81	1.00
Educational	.73	.68	.62	1-.79

All t-ratio's are insignificant

An attempt is made in this study to understand the difference between the introverts and extroverts of both professional and non-professional groups in different areas of adjustment. From the results in table 4 it is clear that introverts are better adjusted than extroverts both in the professional group and non-professional group in all the five areas of adjustment-home, health, social, emotional, and educational. Non-professional group introverts have lesser adjustment problems than professional group introverts in the areas of home, health, and education. In the areas of social and emotional professional group introverts are better than non-professional group introverts. Non-professional extroverts have less adjustment problems than professional extroverts in the areas of health, social and emotional. The professional extroverts are better in the areas of home and educational. But the t-ratios (table 5) worked out between groups are all insignificant indicating that the groups do not differ from each other in the adjustment when considered areas wise.

Conclusion

From the study we may conclude that the personality characteristics have a definite influence over adjustment problems of professional and non professional students. Professional and non-professional do not differ in any particular adjustment dimension of home, health, social, emotional, and educational. However, the introverts irrespective of their course of study show better adjustment than extroverts. The introverts and the extrovert of both professional and non professional groups differ significantly in their general adjustment, but they do not differ significantly in any particular area (home health, social emotional, and educational) of adjustment.

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