

**PERSONALITY OF ADOLESCENTS IN RELATION TO THEIR ADJUSTMENT AND
DECISION-MAKING: AN EMPIRICAL STUDY IN AHMEDABAD DISTRICT**

By

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Dr. Anjali Shah**Assistant Professor****School of Education, Sabarmati University, Ahmedabad****Abstract**

This empirical study delves into the intricate interrelationship between key psychological constructs—personality, adjustment, and decision-making—among the adolescent population residing in the Ahmedabad district. The primary objectives of this comprehensive research were twofold: firstly, to quantitatively assess the prevailing levels of these critical psychological attributes among young individuals; and secondly, to meticulously analyze the potential influence exerted by a range of selected demographic factors. These factors included gender, geographical locality (distinguishing between urban and rural settings), the predominant medium of instruction in schools, the specific type of school attended (government or private), the nature of the home environment, the adolescent's birth order within their family, and their socio-economic background. Furthermore, the study extended its scope to explore the associative patterns and correlations among personality traits, an individual's adjustment capabilities, their decision-making proficiencies, and their academic achievement as measured through scholastic performance. To achieve these objectives, a robust sample of 1000 ninth-grade students was strategically selected utilizing a stratified random sampling methodology, ensuring a diverse and representative cross-section of the adolescent population. Data collection was rigorously conducted through the administration of standardized psychological tools designed for each construct. Subsequent rigorous statistical analyses of the collected data revealed that, on average, adolescents exhibited moderate levels across all three constructs—personality, adjustment, and decision-making. Significantly, the findings also highlighted that certain demographic variables exerted a measurable influence on specific personality traits, indicating nuanced developmental pathways. Ultimately, the results underscore the critical importance of developing and implementing targeted, evidence-based interventions aimed at fostering the holistic and well-rounded development of adolescents.

Keywords: Personality, Adjustment, Decision-Making, Adolescents, Academic Achievement, Demographic Factors

Introduction

Adolescence stands as a profoundly transformative stage in the continuum of human development, a period characterized by dynamic shifts in identity formation, significant cognitive maturation leading to more complex thought processes, and an increasing embrace of social responsibilities. Within this pivotal phase, an individual's evolving personality traits, their inherent capabilities for effective adjustment to novel and challenging circumstances, and their developing skills in decision-making emerge as crucial indicators not only of their immediate psychological well-being but also as strong predictors of their future success and adaptive functioning in adulthood. Consequently, gaining a deep and nuanced understanding of the intricate interactions between these fundamental psychological traits and the various determinants that shape them is not merely an academic pursuit.



Such an understanding is absolutely essential for informing effective educational planning, designing pertinent counseling interventions, and formulating robust public policies that genuinely support the optimal growth and development of young people. This study aims to contribute to this vital understanding by providing empirical insights from the Ahmedabad district.

Objectives of the Study

The systematic inquiry undertaken in this research was meticulously guided by the following key objectives, designed to provide a comprehensive understanding of adolescent psychological profiles:

To classify adolescents based on their levels of personality, adjustment, and decision-making. This objective sought to categorize the sampled adolescents into discernible groups (e.g., low, moderate, high) across each of the three core psychological constructs, providing a clear overview of the distribution of these traits within the population.

To examine personality traits across 12 dimensions. Beyond a general assessment, the study aimed to delve into the specific facets of personality by analyzing individual scores across 12 predefined dimensions. This allowed for a detailed understanding of which traits were more or less pronounced within the adolescent cohort, identifying strengths and areas needing development.

To evaluate the influence of demographic variables on personality, adjustment, and decision-making. A central objective was to statistically determine the extent to which factors such as gender, urban/rural locality, the language of instruction, the type of school, the home environment, birth order, and economic background exerted a significant impact on the levels of personality, adjustment, and decision-making observed among adolescents.

To determine the associations among personality, adjustment, decision-making, and academic achievement. This objective aimed to uncover the interconnections and correlations between these psychological attributes. Specifically, it sought to understand if and how an adolescent's personality traits, their adjustment capabilities, and their decision-making skills might be related to their performance in academic endeavors.

Methodology

The robust and systematic approach adopted for this study ensured the collection of reliable data and the application of appropriate analytical techniques.

Research Design

The study employed a survey method, which is a widely recognized and suitable approach for conducting large-scale educational and psychological research. This design allowed for the collection of data from a large sample, enabling the identification of patterns and relationships across various variables without manipulating any conditions.

Population and Sample

The defined population for this study comprised all Class IX students enrolled in various schools across the Ahmedabad district. From this larger population, a representative stratified random sample of 1000 students was meticulously drawn. This sampling technique was deliberately chosen to ensure adequate representation across critical demographic strata, specifically gender (boys and girls), different types of schools (government and private), and diverse geographical localities (urban and rural areas), thereby enhancing the generalizability and validity of the study's findings to the broader adolescent population of the district.



Research Tools

To ensure the scientific rigor and objectivity of the data collection process, the study utilized a set of standardized and validated psychological assessment tools:

Personality Inventory with 12 dimensions: This comprehensive instrument was employed to assess various facets of an adolescent's personality, providing scores across 12 distinct traits, allowing for a detailed profile.

Adjustment Scale: This tool was used to measure the adolescent's ability to adapt to different social, emotional, and academic environments, providing an indicator of their overall psychological well-being.

Decision-Making Questionnaire: This instrument was designed to evaluate the adolescent's proficiency in making choices, their decision-making styles, and their perceived effectiveness in this cognitive process.

Academic Scores from half-yearly exams: To assess academic achievement, objective data were collected directly from the students' half-yearly examination results, providing a quantifiable measure of their scholastic performance.

Data Analysis

The collected quantitative data underwent rigorous statistical analysis using a combination of descriptive and inferential techniques. Descriptive statistics, including Mean, Standard Deviation (SD), Skewness, and Kurtosis, were computed to summarize and characterize the distribution of scores for personality, adjustment, and decision-making. For inferential statistics, a range of tests was applied. t-tests were used to compare means between two groups (e.g., males vs. females). Analysis of Variance (ANOVA) was employed to compare means across more than two groups (e.g., different types of schools). Chi-square tests were utilized to examine associations between categorical demographic variables and the levels of the psychological constructs. These analyses allowed for robust conclusions about the relationships and influences observed in the data.

Results and Discussion

The statistical analysis of the data yielded significant insights into the psychological profiles of adolescents in Ahmedabad district.

Levels of Personality

The study found that the majority of adolescents exhibited moderate levels of personality development. Specifically, 71.5% of the sampled students fell into the moderate category, while 15.4% showed low levels and 13.1% demonstrated high levels of overall personality development. Delving deeper into the 12 dimensions, the results highlighted that the adolescents generally scored highest on traits such as Self-Sufficiency, indicating a capacity for independence; Innovation, suggesting creativity and openness to new ideas; and Competition, pointing to a drive for achievement and a desire to excel. Conversely, the traits with the lowest scores were Mental Health, suggesting potential areas of vulnerability in emotional well-being; Leadership, indicating a need for development in guiding and influencing others; and Self-Control, pointing to challenges in regulating impulses and behaviors. This nuanced picture suggests that while adolescents are intellectually capable and aspirational, they may require more support in emotional regulation and social leadership.

Levels of Adjustment



Similar to personality, the study revealed that a substantial portion of the adolescents displayed moderate levels of adjustment. Approximately 69.5% of the students were categorized as having moderate adjustment. A smaller proportion, 15.5%, showed low adjustment, indicating potential difficulties in adapting to their environment, while 15% exhibited high levels of adjustment, demonstrating strong adaptive capabilities. This general trend towards moderation suggests that while most adolescents are coping adequately, a significant minority could benefit from interventions to improve their adaptive mechanisms.

Levels of Decision-Making

The assessment of decision-making abilities also mirrored the trend observed in the other constructs, with the majority falling into the moderate range. Specifically, 70.4% of the adolescents showed moderate decision-making skills. The remaining proportions were 14.3% demonstrating low decision-making abilities and 15.3% exhibiting high proficiency in decision-making. This indicates that while most adolescents possess functional decision-making skills, there's room for improvement and training to enhance these critical cognitive processes.

Influence of Demographic Variables

The study meticulously examined how various demographic factors influenced personality, adjustment, and decision-making.

On Personality:

- **Gender:** No significant overall difference was found in personality scores between male and female adolescents. However, a more detailed analysis revealed specific trait-level differences: boys demonstrated stronger scores in leadership, while girls scored higher in emotional maturity and mental health dimensions.
- **Locality:** Urban students consistently scored significantly higher on several personality dimensions, particularly in traits like social warmth and openness, compared to their rural counterparts. This suggests that the urban environment might foster different social and personality developments.
- **Medium of Instruction:** No overall significant difference in personality was observed based on the medium of instruction (Gujarati vs. English). However, specific personality traits showed variations, suggesting that language environment might subtly influence certain aspects of personality development.
- **School Type:** While there was no overall significant difference in personality between students from government and private schools, private school students generally scored better on most personality traits, possibly due to differing educational approaches or resources.
- **Home Environment:** The nature of the home environment had a profound and statistically significant effect on personality development, influencing as many as 9 out of 11 specific personality traits. This underscores the critical role of family dynamics and support in shaping adolescent personality.
- **Order of Birth & Economic Status:** These variables generally showed no overall significant difference in influencing personality. However, a closer look revealed that economic status specifically influenced five distinct personality traits, indicating that financial background can play a nuanced role in shaping certain aspects of an adolescent's personality.

**On Adjustment and Decision-Making:**

Perhaps one of the most striking findings was the absence of significant influence from nearly all demographic variables on overall adjustment or decision-making abilities. This suggests that these fundamental psychosocial skills might be relatively uniform across diverse adolescent groups, irrespective of their socio-cultural or economic backgrounds. However, one notable exception was identified:

School Type significantly influenced decision-making: Government school students consistently scored higher in decision-making skills compared to their private school counterparts. This intriguing result challenges the common perception and suggests that the potentially less structured or more autonomous environment in government schools might inadvertently foster greater independent thinking and stronger decision-making capabilities.

Major Findings

The empirical investigation culminated in several key findings that contribute significantly to the understanding of adolescent development:

Moderate Levels Prevail: A predominant finding was that adolescents, across the board, largely fall into the moderate category for their overall personality development, adaptive adjustment capabilities, and decision-making proficiencies.

Demographic Nuances in Personality: Urban students, those attending private schools, and individuals from encouraging home environments generally exhibited relatively stronger scores in various personality dimensions, highlighting the positive influence of these contextual factors.

Minimal Gender Differences: Overall, gender differences in personality, adjustment, and decision-making were found to be minimal, though specific traits did show some statistically significant variations between boys and girls.

Limited Demographic Impact on Adjustment & Decision-Making: For the most part, adjustment and decision-making abilities demonstrated a surprising degree of independence from common demographic factors, suggesting these skills may develop universally.

Interrelationships Confirmed: The study affirmed that personality traits are significantly associated with both an adolescent's capacity for adjustment and their ability to make effective decisions, underscoring the interconnectedness of these psychological domains.

Government School Advantage in Decision-Making: An unexpected but crucial finding was that government school students exhibited significantly better decision-making skills than their private school peers.

Educational Implications

The findings of this study carry profound educational implications for various stakeholders committed to fostering the holistic development of adolescents:

School Programs: There is a clear need for schools to implement structured programs that specifically focus on developing leadership skills, enhancing emotional regulation, and improving self-control, identified as areas of comparative underdevelopment.

Counseling Services: Given the insights into mental health scores, schools should prioritize the integration of trained mental health professionals and comprehensive counseling services to address students' emotional and psychological needs effectively.



Decision-Making Training: Educators should actively incorporate participatory learning and problem-based approaches into their teaching methodologies. This will provide practical opportunities for students to engage in real-life decision-making, thereby strengthening these critical cognitive skills.

Parental Engagement: Schools should proactively conduct workshops and seminars for parents, sensitizing them to the profound impact of the home environment on adolescent development and guiding them in creating supportive and nurturing spaces.

Curriculum Design: Educational curriculum designers should advocate for the formal inclusion of essential life skills, mental wellness education, and value education into the core academic syllabi, ensuring a well-rounded educational experience.

Equity Focus: There is an imperative to design and implement targeted support programs for students from rural and economically weaker backgrounds to bridge the developmental gaps identified in personality traits influenced by these factors.

Monitoring Systems: Schools should establish regular and systematic monitoring systems to assess and track students' emotional, psychological, and behavioral development over time. This data can inform individualized interventions and program effectiveness.

Recommendations

Based on the empirical evidence and identified gaps, the following specific recommendations are put forth for actionable implementation:

- Introduce structured personality and life skills training: Embed these programs into the regular school curriculum, utilizing interactive and experiential learning methods.
- Appoint school counselors to strengthen mental health support: Ensure adequate staffing of trained professionals to provide accessible and confidential counseling services.
- Encourage student-led initiatives to build leadership: Create platforms such as student councils, clubs, and peer mentorship programs that empower adolescents to take on leadership roles.
- Provide differentiated instruction based on observed student needs: Tailor teaching methodologies to address individual learning styles and developmental requirements, particularly in areas like personality and decision-making.
- Develop parenting workshops to foster supportive environments: Equip parents with tools and knowledge to create nurturing home environments that positively influence their children's psychosocial development.
- Ensure linguistic inclusivity in teaching practices: Adapt content delivery and teaching methods to cater to students from diverse linguistic backgrounds (e.g., Gujarati and English medium schools) to ensure equitable learning opportunities.
- Focus on policy-level inclusion of personality development and decision-making in curricula: Advocate for educational policies that mandate the integration of these crucial skills into national and state-level syllabi.

Conclusion

This empirical study provides critical and nuanced insights into the developmental profiles of adolescents residing in the Ahmedabad district. It reveals a generally balanced profile across personality, adjustment, and decision-making, with a significant majority falling into the moderate proficiency range. However, the study also meticulously identifies subtle yet significant differences influenced by specific



demographic and environmental variables, particularly impacting certain personality traits. These comprehensive findings collectively issue a strong call for a truly holistic approach in education—one where traditional academic learning is not only valued but is thoughtfully complemented by a robust emphasis on emotional, psychological, and social development. By embracing such an integrated educational philosophy, stakeholders can ensure the cultivation of well-rounded, resilient, confident, and socially responsible individuals, well-equipped to navigate the complexities of adulthood and contribute positively to society.

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