

EGOTISM AND ADJUSTMENT IN LATE ADOLESCENTS

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ABSTRACT

The aim of this study was to examine egotism and adjustment in late adolescents who were the second year students of Arts and Science Colleges. Using stratified random sampling technique data were drawn from 450 late adolescents. Data for the empirical analysis were obtained through normative survey method using AvWi's Scale on Egotism and AvWi's Scale on Adjustment. The data was statistically analyzed by Mean, Standard deviation, t-test, ANOVA, Scheffe test and Pearson's correlation to find out the egotism and adjustment in late adolescents and the relation between them. The study permitted the investigator to conclude that there was no significant difference in egotism of late adolescents with regard to gender, locality of residence, type of college, major subject, type of family and number of siblings. Gender, locality of residence, major subject, and type of family had no influence on adjustment of late adolescents. But type of college and number of siblings had influence on adjustment of late adolescents. The government and unaided college students are more adjustable than aided college students and students who have more than three siblings are more adjustable than students who have none or one sibling. Moreover, there exists significant negative correlation between adjustment and egotism of late adolescents. Interpretations and implications are made based on findings.

INTRODUCTION

The process of adjustment has two primary or main elements - the needs of the living organism, and the conditions that influence these needs (Baruah, 2006). In late adolescents ego is one of the factors that influences these needs. Ego determines adjustment to the outside world in the interest of satisfying inner needs. So the investigators wish to explore how ego determines adjustment and how they are related to each other in late adolescents.

Studies (Sanchez, 2002; Basak & Ghosh, 2008) revealed that gender significantly impacted ego identity. But Barfoot (2001) found that no significant differences between men and women in ego strength. Findings of the study conducted by Kishton et al., (1984) emphasized ego development was significantly higher in the late adolescence group than the early adolescence group. Oliva & Arranz (2005), Ghnay (2006) studied that number of siblings influence individual's ego development. A study carried out by Basak & Ghosh (2008) stressed that ego-identity status of students differed with respect to rural-urban location.

Some studies (Dutta et al., 1997;

Kuruvilla, 2006; Lubker et al., 2007) revealed that gender had significant impact on adjustment of late adolescents. But few studies (Dutta et al., 1998; Paliwal et al., 2006) found that no difference due to gender in adjustment. Area of residence affects the adjustment of adolescents (Anderson & Fleming, 1986; Sujatha et al., 1993; Kuruvilla, 2006). Type of family had no significant effect on the adjustment of adolescents (Joshi, 1998).

SIGNIFICANCE OF THE STUDY

In late adolescence stage one comes to know what life is and how he should live. In this stage he comes out of gang age and feels confident to decide for himself. Of course in late adolescence the child turns out as a person. He enters adulthood where he stands the test of his maturity in his four roles that is as a person, as a worker, as learner and as a citizen.

Students in late adolescence period, are very anxious to prove their personality, leadership quality, decision making ability, self

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dependence, individuality or uniqueness etc. But they struggle to prove themselves. They met many adjustment problems. During this age of storm and stress they have many conflicting situations and problems of adjustments. Every adolescent has more or less difficult task of adjusting to each and everything they face. Their ego function determines these adjustments.

Well development of ego function in late adolescents reflects their acceptance of rules, authority and traditional values. Lack of ego development in them shows their negative attitude towards everything. Late adolescence is a crucial stage. It needs a careful study. Therefore the investigators felt the need to explore the ego functioning and adjustment in late adolescents.

OBJECTIVES OF THE STUDY

Following were the objectives realized in the present study:

- i. To find out the significant difference, if any, in egotism of late adolescents with regard to (a) Personal variables, (b) Familial variables, and (c) Institutional variables.
- ii. To find out the significant difference, if any, in the adjustment of late adolescents with regard to (a) Personal variables, (b) Familial variables, and (c) Institutional variables.
- iii. To find out the significant correlation, if any, between egotism and adjustment of late adolescents.

The personal variables include gender and locality of residence, the institutional variables include type of college and major subject, and the familial variables include type of family and number of siblings.

HYPOTHESES

Keeping in view the objectives stated, the following hypotheses were proposed for the present study:

H01. There is no significant difference in egotism of late adolescents with regard to personal variables.

H02. There is no significant difference in egotism of late adolescents with regard to familial variables.

H03. There is no significant difference in egotism of late adolescents with regard to institutional variables.

H04. There is no significant difference in the adjustment of late adolescents with regard to personal variables.

H05. There is no significant difference in the adjustment of late adolescents with regard to familial variables.

H06. There is no significant difference in adjustment of late adolescents with regard to institutional variables.

H07. There is no significant correlation between egotism and adjustment in late adolescents.

RESEARCH DESIGN

In the present study, normative survey method was used.

SAMPLE FOR THE STUDY

A stratified random sample of 450 second year students of eight Arts and Science Colleges in Thoothukudi district was used for this study. The stratification has been done on the basis of gender, locality of residence, type of college, major subject, type of family and number of siblings.

TOOLS USED

The tools used for this study were AvWi's Scale on Egotism(ASE) and AvWi's Scale on Adjustment (ASA).

STATISTICAL TECHNIQUES USED

The data was statistically analyzed by Mean, Standard Deviation, t-test, ANOVA, Scheffe test and Pearson's correlation.

ANALYSIS AND INTERPRETATION

Table 1

Egotism of Late Adolescents with regard to Personal Variables

Personal Variable	Category	N	Mean	SD	t - Value	P - Value
Gender	Male	167	63.8623	9.02935	0.207	0.770
	Female	283	63.6749	9.39067		
Locality of Residence	Rural	308	63.7695	9.39967	0.084	0.611
	Urban	142	63.6901	8.94442		

NS - Not Significant at 5% level

It is inferred from the above table that P value is greater than 0.05. Hence the null hypothesis is accepted. It reveals that there is no significant difference in egotism of late adolescents with regard to selected personal variables namely gender and locality of residence.

Table 2
Egotism of Late Adolescents with regard to Institutional Variables

Institutional Variable	Category	Source of Variable	Sum of Squares	df	Mean Square	F-Value	P-Value
Type of College	Government Aided Unaided	Between Group	171.591	2	85.796	1.003	0.368
		Within Group	38234.020	447	85.535		
		Total	38405.611	449			
Major Subject	Arts Literature Science	Between Groups	38.756	2	19.378	0.226	0.798
		Within Groups	38366.855	447	85.832		
		Total	38405.611	449			

NS - Not Significant at 5% level

In the above table P value is greater than 0.05. Hence the null hypothesis is accepted. It reveals that there is no significant difference in egotism of late adolescents with regard to selected institutional variables such as type of college and major subject.

Table 3(a)
Egotism of Late Adolescents with regard to Familial Variables (Type of Family)

Familial Variable	Category	N	Mean	SD	t-Value	P-Value
Type of family	Nuclear	365	63.3671	8.82877	1.798	0.086
	Joint	85	65.3647	10.77790		

NS Not Significant at 5% level

In the above table P value is greater than 0.05. Hence the null hypothesis is accepted. It reveals that there is no significant difference in egotism of late adolescents with regard to type of family.

Table 3(b)
Egotism of Late Adolescents with regard to Familial Variables (No. of Siblings)

Familial Variable	Source of Variable	Sum of Squares	df	Mean Square	F-Value	P-Value
No. of Siblings	Between Groups	72.811	2	36.406	0.425	0.654
	Within Groups	38332.800	447	85.756		
	Total	38405.611	449			

NS - Not Significant at 5% level

It is inferred from the above table that P value is greater than 0.05 for egotism of late adolescents. It shows that there is no significant difference in egotism of late adolescents with regard to number of siblings.

Table 4
Adjustment of late Adolescents with regard to Personal Variables

Personal Variable	Category	N	Mean	SD	t - Value	P - Value
Gender	Male	167	132.9760	15.23074	0.924	0.920
	Female	283	134.3710	15.61846		
Locality of Residence	Rural	308	135.1266	15.24481	2.587	0.440
	Urban	142	131.0915	15.65855		

NS - Not Significant at 5% level

In the above table P value is greater than 0.05. Hence the null hypothesis is accepted. It reveals that there is no significant difference in adjustment of late adolescents with regard to personal variables, gender and locality of residence.

Table 5
Adjustment of late Adolescents with regard to Institutional Variables

Institutional Variable	Category	Source of Variable	Sum of Squares	df	Mean Square	F-Value	P-Value
Type of College	Government Aided Unaided	Between Group	4674.000	2	2337.000	10.159	0.000**
		Within Group	102828.320	447	230.041		
		Total	107502.320	449			
Major Subject	Arts Literature Science	Between Groups	441.748	2	220.874	0.922	0.398
		Within Groups	107060.572	447	239.509		
		Total	107502.320	449			

**Significant at 1% level

NS - Not Significant at 5% level

It is inferred from the above table that there is significant difference in adjustment of late adolescents with regard to type of college and no significant difference with regard to major subject.

Table 5(a)
Scheffe Test on the Scores of Adjustment with regard to Type of College

Mean Value of Depression with respect to Type of College			
Government	Aided	Unaided	Result
137.7800	131.5220		**
-	131.5220	138.5333	**
137.7800	-	138.5333	-

** Significant at 1% level

The Scheffe test result shows that government and unaided college students are more adjustable than aided college students.

Table 6(a)
Adjustment of Late Adolescents with regard to Familial Variables (Type of Family)

Type of Family	N	Mean	S D	t - Values	P - Values
Nuclear	365	133.8192	15.71239	0.097	0.316
Joint	85	134.0000	14.48973		

NS

NS - Not Significant at 5% level

It is inferred from the above table that P value is greater than 0.05. Hence the null hypothesis is accepted. It reveals that there is no significant difference in adjustment of late adolescents with regard to type of family.

Table 6(b)
Adjustment of late Adolescents with regard to Familial Variables (No. of Siblings)

No. of Siblings	Source of Variable	Sum of Squares	df	Mean Square	F - Value	P - Value
0-1	Between Groups	2650.439	2	1325.219	5.650	0.004**
2-3	Within Groups	104851.881	447	234.568		
>3	Total	107502.320	449			

**Significant at 5% level

It is inferred from the above table that P value is less than 0.05 for adjustment of late adolescents. Hence the null hypothesis is accepted. It reveals that there is significant difference in adjustment of late adolescents with regard to number of siblings. Hence the post-hoc test is attempted.

Table 6(c)
Scheffe Test on the Scores of Adjustment with regard to No. of Siblings

Mean Value of Depression with respect to Number of Siblings			
0-1	2-3	>3	Result
130.6757	132.7517		-
-	132.7517	136.4948	-
130.6757	-	138.5333	**

** Significant at 1% level

The Scheffe test shows that students who have more than three siblings are more adjustable than students who have none or one sibling.

Table 7
Correlation between Egotism and Adjustment of Late Adolescents

Variables	N	r - Value	P - Value
Egotism & Adjustment	450	-0.345	0.000**

** Significant at 1% level

It is inferred from the above table that P value is less than 0.01 and hence the null hypothesis is rejected. It shows that there exists significant and negative correlation between adjustment and egotism of late adolescents.

MAJOR FINDINGS

1. There was no significant difference in egotism of late adolescents with regard to selected personal variables (gender and locality of residence), institutional variables (type of college and major subject) and familial variables (type of family and number of siblings).
2. There was no significant difference in adjustment of late adolescents with regard to personal variables namely gender and locality of residence.
3. There was significant difference exists in adjustment of late adolescents with regard to type of college and number of siblings. The mean scores show that government and unaided college students are more adjustable than aided college students and students who have more than three siblings are more adjustable than students who have none or one sibling.

4. No significant difference was found in adjustment of late adolescents with regard to major subject and type of family.
5. There exists significant and negative correlation between adjustment and egotism of late adolescents.

INTERPRETATION AND DISCUSSION

The government college students are more adjustable than aided college students. As government college students are generally coming from economically poor or middle class family, they have more adjustment by nature. The same finding is attained by the study carried out by Sharma (2012) also.

Unaided college students are more adjustable than aided college students. Unaided college students have to pay more money for their studies than aided college students. Additionally, managements of unaided colleges provide better learning environment to their students. The indirect inputs on personality development may be another cause. This finding is in contrast to the finding of Mythili et al., (2004) which reveals that unaided college students have more adjustment problems than aided college students.

The mean scores show that students who have more than three siblings are more adjustable than students who have none or one sibling. Sharing everything is inevitable in families having more than three children. Moreover late adolescents who have more than three siblings experience the gain of adjustment such as self- satisfaction. It synchronizes with the study by Oliva & Arranz (2005).

Significant negative correlation exists between adjustment and egotism of late adolescents shows that, lesser the egotism better the adjustment of late adolescents.

EDUCATIONAL IMPLICATIONS

In the present study ego and adjustment are negatively correlated with each other. Ego is the main factor of adjustment. Ego development can

be aided by relieving late adolescents from the threat of punishment. Punishment, or the threat of it, is one of the prime conditions for the arousal of anxiety. Anxiety, if it becomes at all intense, puts pressures on the growing ego to mitigate it and to build defences up against it. The ego should be free to meet problems in the real world about rather than to have to divert some of its energy to protecting itself from threats made against it. Parents and teachers, therefore, in the interest of ego development, should use positive methods of freedom and encouragement so far as possible and should avoid the threats arising from punishment.

Only an adjustable person can make his/her life successful that is why, college authorities and parents, should pay attention to minimize the adjustment problems of college going students by conducting support programmes like personality development classes. The development of the egotism may be considered the main task of education. Education should be concerned with helping individuals to make better adjustments to their social surroundings. Education should be concerned with more effective perceiving, more effective thinking, and more effective acting.

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