International Journal of Trend in Scientific Research and Development (IJTSRD)
Volume 5 Issue 5, July-August 2021 Available Online: www.ijtsrd.com e-ISSN: 2456 – 6470

Assessment of Adjustment, Decision Making Ability in Relation to Personality of Adolescents

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ABSTRACT

Adolescence is a period of substantial changes. As a result, research on adolescent personality change has been on the rise in the last decade (Klimstra, 2013). Erikson (1968) describes adolescence as a developmental period of "assess the identity versus role confusion". Adolescence is the critical transition period because adolescents become more independent and begin to consider the future in terms of relationships, families, careers, and their own identity. Adolescence is the period of maximum growth with regard to cognitive mental functioning. Intellectual powers like long-term memory, logical thinking, abstract reasoning, problem-solving, and decision-making abilities are developed during their stage. Cognitive development takes place at a fast pace during adolescence. Education plays a major role in shaping adolescents' life through their adjustment ability, decision-making capacity. As a whole, the personality of a person develops in the desired manner in society. In the present investigation, an attempt is made to assess the adjustment, decision-making ability in relation to the personality of adolescents. The survey method was used to assess the adjustment and decision-making ability of college students in relation to their personalities. The sample for the study was selected by stratified random sampling method. The lottery system was used to select the colleges of technical and Non-technical by simple random technique to collect the data. From selected colleges, 30 students from each college were taken as samples by stratified random sampling method. So the sample consisted of 600 students for the present study. Tools like personality inventory (PI), the Adjustment inventory, Decisions making scale were developed and standardized. Statistical techniques such as mean, standard deviation, critical ratio, percentage, Fisher "z" function, coefficient of correlation, and multiple correlations have been used in the present investigation. The findings of the present study showed that 66% of the sample had a moderate level of personality; 70% of the students had a moderate level of adjustments and 65% of the sample had a moderate level of decision-making ability. Students should possess a high personality as it is a positive belief that one can take control of his life and of his plans for the future. One of the major findings of the study was that there is a positive relationship between personality, adjustment and decision making. This finding shows the necessity to give equal importance to these three aspects while imparting education

KEYWORDS: *Adolescents, Adjustments, Decision making, Personality, Gender, course of study and locality*

How to cite this paper: Dr. Sandhya Rani Mohanty "Assessment of Adjustment, Decision Making Ability in Relation to Personality of Adolescents" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-5 | Issue-5, August 2021, pp.1954-1962, URL: www.ijtsrd.com/papers/ijtsrd45225.pdf

IJTSRD45225

INTRODUCTION

Adolescence is a developmental period associated with a number of important life changes and challenges. Interlarded with both biological and environmental catalysts, significant personality persistence and change have been observed within this period in the life span. Personality patterns are comparatively stable but subject to complete changes at certain periods of life of the individual. Adolescence is a critical developmental period when many self-concepts are redefined and constructed and undergo various changes as a result of both internal and external factors. In adolescence, motivations and goals begin to guide behavior (Ernst et al. 2011). Adolescence also fosters cognitive and meta-cognitive capacities for thinking abstractly and seeking and creating an identity for the self within one's community (Nakkula and Toshalis 2006). Personality development refers to the developmental

changes related to mean-level trends, thoughts, feelings, and behaviors (Soto and Tackett 2015) that characterize adolescents. Erikson (1968) describes adolescence as a developmental period of "identity versus role confusion." It is a highly critical transition period because adolescents become more independent and begin to consider the future in terms of relationships, families, careers and own identity.

The aim of education is developing the learners for balance life. There are a number of factors like physique, physical attractiveness family relationships: parental dominance, heredity culture, home factors, school factors, social factors that have been found important in the personality development and the personality of adolescent learners. Some of these are important in childhood and continue to be important in adolescence. Others those were relatively unimportant in childhood become more important in adolescence, while still others that were important in childhood are of less importance in adolescence. Adjustment is a very important factor, for better academic achievement and for effective educational procedure. College students are in a stage of adolescence, a very crucial period. A number of physical and psychological changes occur in all dimensions of development. All the aspects of the growth and development, physical, intellectual, emotional, social, moral etc., are closely related. The process of adjustment starts from the birth of the child and continues till his death. The concept of adjustment is as old as human race on earth. Thus it is considered that proper adjustment is very essential for normal behavior of adolescent. Adolescence is the period of maximum growth with regard to cognitive mental functioning. Intellectual powers like long term memory, logical thinking, abstract reasoning, problem solving and decision making abilities are developed during their stage. The cognitive development takes a fast pace during the adolescence. Teenagers accumulate general knowledge and start applying the learned concepts to new tasks. Interest in learning life skills, such as cooking, fixing things, driving and so on, from adults at home and elsewhere, is also seen during these years. In terms of school, there is a great transition for the budding adult. A sense of ego and personal uniqueness also move slowly in the youngsters, who start thinking independently. Every person is called upon to make decisions throughout the course of his/her everyday life. Some of these decisions are truly significant; they have far reaching influences on one's own, as well as on others. At times many decisions are little, their effects are unimportant even at the moment they are made. Decisions thus come in many forms and sizes. Hence the researcher felt that a study to assess, adjustment, decision making of adolescents with regard to personality and influence of selected variables (gender, course of work and locality) would go a long way in answering some of the questions raised..

Methodology

Survey method was used to assess the adjustment and decision making ability of college students in relation to their personality. Hence, it was an interdisciplinary study. Sample for the study was selected by stratified random sampling method. The researcher used lottery system method to select the colleges of technical and Non-technical by simple random technique to collect the data. In this case researcher used a set of 30 tickets. The tickets were thoroughly mixed up and then 20 tickets were used to select 20 colleges of Technical and Non-technical colleges for the sampling purpose. From selected colleges 30 students from the each college were taken as sample by stratified random sampling method. So the sample was consisted of 600 students.

The investigator selected appropriate tools for the assessment of personality, adjustments and decision making. The personality inventory (PI) was developed with the consultation of psychologists. The scale consists of 25 items in which 15 are positive and 10 are negative statements related to personality. All the positive items answered negatively and the negative items answered positively were given one point each. The positive items answered positively and the negative items answered negatively received a zero score. This scoring procedure yielded each individual a score that was indicative of his level of personality. According to the scoring key, the scores vary between 0-25 and here again; lower the score higher would be the level of personality and vice versa. The reliability test for inventory was done by using the odd-even split-half reliability. The reliability coefficient, as corrected by the Spearman Brown Prophecy Formula, was found to 0.94.

The adjustment inventory scale was developed and standardized. The inventory consists of 56 statements. The investigator after consulting the psychologists decided to have 44 statements with regard to adjustment inventory. For this the investigator selected 44 statements from the original adjustment inventory. Psychologists were consulted for the finalization of tool. The statements which were agreed upon by eighty percent of the experts were taken into consideration and rest was discarded. The scale consists of 44 items in which 16 are positive and 28 are negative statements. The reliability co-efficient of adjustment overall was found 0.73. The decision making scale developed and standardized. In this scale five point scales is used. They are Strongly

Agree (SA), Agree (A), Neutral (N), Disagree (DA), and Strongly Disagree (SD). Each respondent has to express his decision making on 100 a statement in any of the five ways (SA/A/N/DA/SD). The scale consists of 33 items in which 31 are positive and 2 are negative statements. Reliability test of inventory was found .89.

Statistical techniques such as Mean, Standard Deviation, Critical Ratio, Percentage, Fisher "Z" function, Coefficient of correlation, and multiple correlations have been used in the present investigation.

Results and Discussion

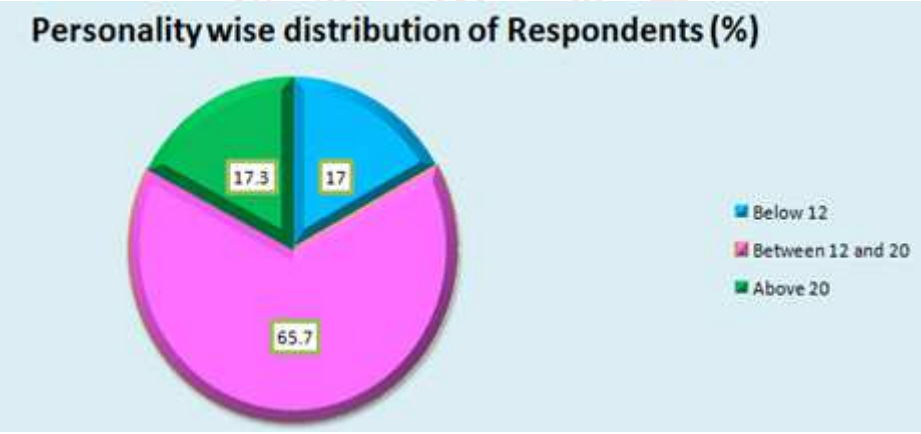
It is hypothesized that Adolescents do not differ in their level of personality

To test this hypothesis, the following procedure is adopted. Mean and standard deviation of the whole group on the scores pertaining to the personality by the college students have been computed groups. The calculated values of mean and standard deviation are 16 and 4 respectively. On the basis of the Mean (M) and standard deviation (SD) calculated, the total sample was further classified into high (above M + 1SD), moderate (between M – 1SD and M + ISD) and low levels of (below M – 1SD) personality groups.

The respondents whose scores are less than [Mean -1 SD=16 - 4] 12 are considered as having high personality group. Their number is 102 i.e., 17%. The respondents whose scores are above [Mean +1 SD=16 + 4] 20 are considered as having low personality group. Their number is 104 i.e., 17.3% and the remaining 65.7% have moderate personality.

Table-1 Classification of the Total Sample on Personality, Adjustments and Decision-Making

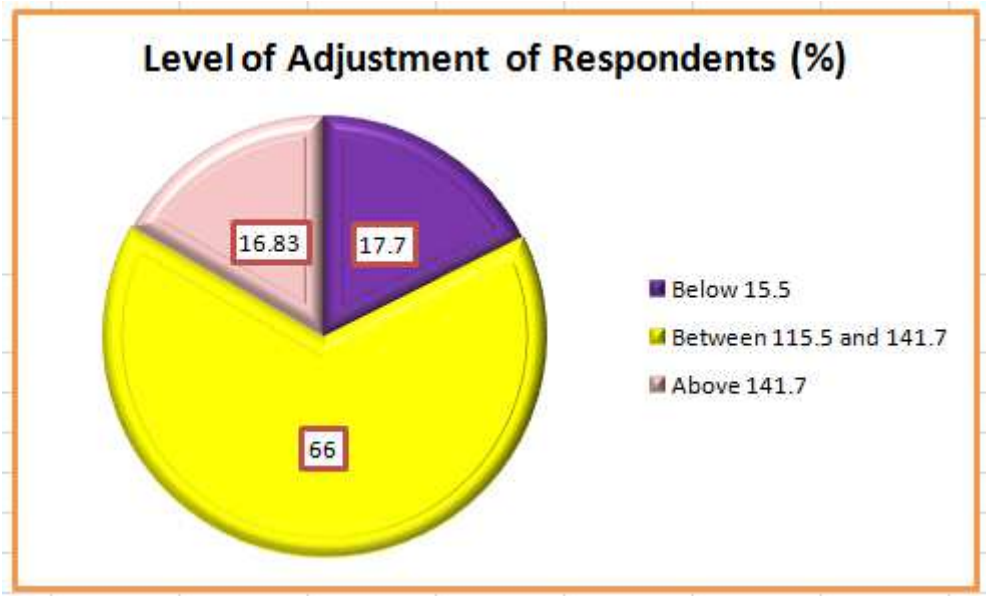
Sl. No	Score	N	%	categories
Level of Personality				
1	Below 12	102	17	High
2	Between 12 and 20	394	65.7	Moderate
3	Above 20	104	17.3	Low
Level of Adjustment				
1	Below 15.5	103	17.7	High
2	Between 115.5 and 141.7	396	66.0	Moderate
3	Above 141.7	101	16.83	Low
Level of Decision Making				
	Below 117	99	16.50	High
	Between 141 and 117	392	65.30	Moderate
	Above 141.7	109	18.17	Low



It can be seen that nearly 17% of the sample have low categories of personality. 66% of the sample has moderate personality and remaining 17 % of the sample has high personality.

This finding clearly shows that college students differ in their levels of personality.

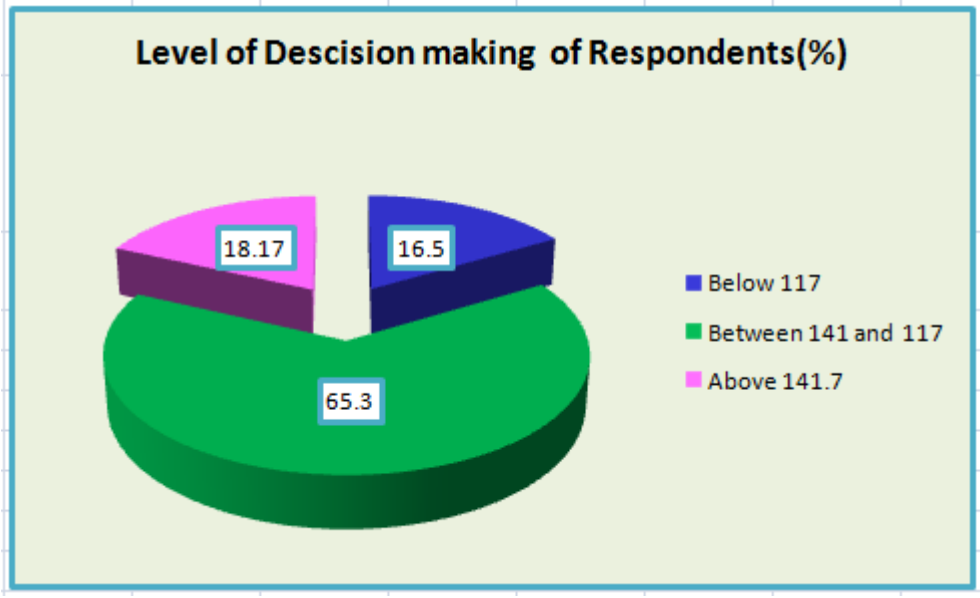
The calculated values of mean and standard deviation are 128.6 and 13.1 respectively. On the basis of the Mean (M) and standard deviation (SD) calculated, the total sample was further classified into high (above M + 1 SD), moderate (between M – 1 SD and M + ISD) and low (below M – 1 SD) personality.



It is hypothesized that College students do not differ in their levels of adjustments.

The value of M-1SD= 128.6-13.1=115.5. The respondents whose scores are less than [Mean -1 SD] 115.5 are considered as having low level of adjustments. Their number is 103 i.e., 17.17%. The respondents whose scores are above [Mean +1 SD=128.6 + 13.1] 141.7 are considered as having high adjustment. Their number is 104 i.e., 16.8% and the remaining 66% have moderate adjustments.

It can be seen that nearly 17% of the sample college students have low adjustments. 16% of the sample has moderate adjustments and remaining 17 % of the sample has high level of adjustments. This finding clearly shows that college students differ in their levels of adjustments.



Further, table reveals that the calculated values of mean and standard deviation are 129 and 12 respectively. On the basis of the mean (M) and standard deviation (SD) calculated, the total sample was further classified into high (above M + 1 SD), moderate (between M – 1 SD and M + ISD) and low (below M – 1 SD) decision making.

The respondents whose scores are less than [Mean -1 SD=129 - 12] 117 are considered as having low decision making. Their number is 99 i.e., 16.5%. The respondents whose scores are above [Mean +1 SD=129 + 12] 141 are considered as having high decision making. Their number is 109 i.e., 18.17% and the remaining 65.3% have moderate decision making.

It can be seen that nearly 17% of the sample college students have low decision making. 16% of the sample has moderate decision making and remaining 18 % of the sample has high decision making.

This finding clearly shows that college students differ in their levels of decision making.

It is hypothesized that the following variables such as (1) Gender (2) Course of study (3) Locality does not make significant influence in the personality of college students.

Gender of college students does not make significant influence in their personality.

To test this hypothesis, the following procedure is adopted. Means and SDs for the two sub groups (male and female) have been computed considering the scores on tool which measured personality. From these the standard error of difference between the means was computed and finally critical ratio.

Table-2

Variables	N	Mean	SD	D	σD	C.R	
Gender							
Male	300	16.005	3.736				@Not significant at 0.05 level
Female	300	16.052	3.727	0.047	0.303	0.154@	
Courses of study							
Technical	300	16.025	3.743				@Not significant at 0.05 level
Non technical	300	15.9	3.385	0.125	0.291	0.429 @	
Locality							
Rural	300	15.964	3.673				@Not significant at 0.05 levels
Urban	300	16.025	3.743	0.061	0.301	0.202@	

The obtained C.R. Value (0.154) is less than the table value 1.96. Therefore it is not significant at 0.05 levels. The null hypothesis is retained. In other words gender of the college students does not make any significant influence in their personality. The mean difference (0.047) is in favor of female college students.

Hence it can be inferred that male college students have better personality when compared to their female counterparts, though not statistically significant.

The obtained C.R. Value (0.429) is less than the table value 1.96. Therefore it is not significant at 0.05 levels. The null hypothesis is retained. In other words course of the college students does not make any significant influence in their personality. The mean difference (0.125) is in favour of technical college students.

Hence it can be inferred that non-technical college students have better personality when compared to their technical counterparts, though not statistically significant.

To know about influence of locality on personality of adolescent, it is observed that the obtained C.R. Value (0.202) is less than the table value 1.96. Therefore it is not significant at 0.05 levels. The null hypothesis is retained. In other words locality of the college students does not make any significant influence in their personality. The mean difference (0.061) is in favor of urban college student.

Hence it can be inferred that rural college students have better personality when compared to their urban counterparts, though not statistically significant.

It was hypothesized that Gender, Course of study and locality of the college students does not make significant influence in their adjustment.

To test this hypothesis, the following procedure is adopted. Means and SDs for the two sub groups (male and female) have been computed considering the scores on tool which measured. From these the standard error of difference between the means was computed and finally critical ratio.

Table-3

Variable	N	Mean	Sd	D	Σd	C.r.	
Gender							
Male	300	128.64	13.115	0.33	1.071	0.308	@not significant at 0.05 level
Female	300	128.31	13.145				
Course of Study							
Technical	300	128.616	13.139	1.046	1.741@	0.308	@not significant at 0.05 level
Non technical	300	128.794	12.511				
Locality							
Rural	300	128.10	13.03				@not significant at 0.05 level
Urban	300	128.61	13.13	0.51	1.067	0.477@	

@Not significant at 0.05 level

The obtained C.R. Value (0.308) is less than the table value 1.96. Therefore it is not significant at 0.05 levels. The null hypothesis is retained. In other words gender of the college students does not make any significant influence in their adjustments. The mean difference (0.33) is in favour of male college students.

Hence, it can be inferred that male college students have better adjustments when compared to their female counterparts, though not statistically significant.

Course of study of the college students does not make significant influence in their adjustments.

The obtained C.R. Value (1.741) is less than the table value 1.96. Therefore, it is not significant at 0.05 levels. The null hypothesis is retained. In other words, course of the college students does not make any significant influence in their adjustment. The mean difference (1.822) is in favour of technical college students.

Hence it can be inferred that technical college students have better adjustments when compared to their non technical counterparts, though not statistically significant.

The obtained C.R. Value (0.477) is less than the table value 1.96. Therefore it is not significant at 0.05 levels. The null hypothesis is retained. In other words Locality of the college students does not make any significant influence in their adjustment. The mean difference (0.51) is in favour of urban college students.

Hence it can be inferred that urban college students have better adjustments when compared to their rural counterparts, though not statistically significant.

The following variable (gender, course of work, locality) does not make significant influence in the decision making of college students.

Table-4

variable	N	Mean	SD	D	σD	C.R.	
Gender							
Male	300	129.01	11.59				@ Not significant at 0.05 level
Female	300	128.16	11.68	0.15	0.949	0.157@	
Course of work							
Technical	300	129.07	11.67	1.3	0.948	1.371@	@ Not significant at 0.05 level
Non technical	300	128.77	11.58				
Locality							
Rural	300	128.80	11.57	0.27			@ Not significant at 0.05 level
Urban	300	129.07	11.67		0.948	0.284@	

The obtained C.R. Value (0.157) is less than the table value 1.96. Therefore it is not significant at 0.05 levels. The null hypothesis is retained. In other words gender of the college students does not make any significant influence in their decision making. The mean difference (0.15) is in favour of female college students.

Hence it can be inferred that female college students have better *decision* making when compared to their male counterparts, though not statistically significant.

Course of study of the college students does not make significant influence in their decision making.

To test this hypothesis, the following procedure is adopted. Means and SDs for the two sub groups (professional and non-professional) have been computed considering the scores on tool which measured decision making. From these the standard error of difference between the means was computed and finally critical ratio.

The obtained C.R. Value (1.371) is less than the table value 1.96. Therefore it is not significant at 0.05 levels. The null Hypothesis is retained.

In other words course of the college students does not make any significant difference in their decision making. The mean difference (1.3) is in favour of professional college students.

Hence, it can be inferred that professional college students have more decision making when compared to their non professional counterparts, though not statistically significant.

The obtained C.R. Value (0.284) is less than the table value 1.96. Therefore it is not significant at 0.05 levels. The null hypothesis is retained. In other words locality of the college students does not make any significant influence in their decision making. The mean difference (0.27) is in favour of urban college students.

Hence it can be inferred that urban college students have more decision making when compared to their rural counterparts.

It was hypothesized that there is no significant relationship between personality and adjustment of college students.

To test the hypothesis, the coefficient of correlation between the scores of personality and adjustments is computed. The obtained value is 0.510.

Table-5 Correlation between personality and adjustment

Variable	N	R
Personality	600	
Adjustment	600	0.510

The obtained value is 0.510. It is greater than the table value (0.0115) for 500 deference at 0.01 levels. Therefore, there exists a significant positive correlation between personality and adjustments of college students.

It was hypothesized that the variables gender, course of work and locality do not make significant influence in the personality and adjustments of college students.

Gender of college students does not make significant influence on the relationship between personality and adjustments.

To test this sub hypothesis the following procedure is adopted. The coefficients of correlation between the scores on personality and adjustments have been computed separately for the two sub groups (male and female) of the whole group. This "r" s is converted into Fisher Z coefficient. The standard error between "Z"s is obtained.

Table-6 Influence of variables (gender, course of work and locality) on personality and Adjustment of respondents

Variable	N	R	Z	D	Σdz	C.r.
Gender						
Male	300	0.520	0.58	0.03	0.077	0.4@
Female	300	0.500	0.55			
Course of work						
Technical	300	0.509	0.55			
Nontechnical	300	0.572	0.56	0.01	.08	0.07@
Locality						
Rural	300	0.504	0.55			
Urban	300	0.509	0.56	0.01	0.08	0.07@

@Not significant at 0.05 level

The obtained C.R. value (0.04) is less than the table value 1.96. Hence it is not significant at 0.05 levels. Therefore, the null hypothesis is accepted.

It can be inferred that gender of college students do not make significant influence on the relationship of personality and adjustments.

Course of study of college students does not make significant influence on the relationship between personality and adjustments.

To test this sub hypotheses the following procedure is adopted. The coefficients of correlation between the scores on personality and adjustments have been computed separately for the two sub groups (technical and non-technical) of the whole group. This "r"s is converted into Fisher Z coefficient.

The obtained C.R. value (0.07) is less than the table value 1.96. Hence it is no significant at 0.05 levels. Therefore the null hypothesis is accepted.

It can be inferred that course of college students do not make significant influence on the relationship of personality and adjustment.

Locality of college students does not make significant influence on the relationship between personality and adjustment.

The obtained C.R. value (0.07) is less than the table value 1.96. Hence it is not significant at 0.05 levels. Therefore the null hypothesis is accepted.

It can be inferred that locality of college students do not make significant influence on the relationship of personality and adjustments.

Conclusion

The major findings of the study and the conclusions drawn helped the investigator to suggest the following implications.

The findings of the present study showed that 66% of the sample had moderate level of personality. Students should possess high personality as it is a positive belief that one can take control of his life and of his plans. It is probably because of low self-confidence among the students, that we are witnessing suicide attempts. So, the colleges need to conduct activities which increase the confidence levels of the students and prepare them to face the challenges of life boldly. The study revealed that the students of non-technical colleges and belonging to rural areas showed low levels of self-confidence. Education is not mere acquisition of knowledge. It should give the students the ability to stand on their own feet. This can happen only when the potential levels of the students are high. So, the colleges should conduct seminars and workshops to increase the potential levels of these students. Participation in co-curricular activities like elocution, debates, and role plays should be made compulsory as they help in increasing the confidence levels and gives exposure to the students.

To excel in life adjustment is more important than living only. The findings showed that 70% of the students had moderate level of adjustments. So, it becomes essential on part of the colleges to take care of this aspect of the college students. Measures have to be taken to minimize the stress caused to the students by various educational and social factors. Introduction of courses like yoga, fine arts along with the curriculum will increase the levels of adjustments among the students which intern will help them to perform well in all aspects of life. The female students showed fewer adjustments when compared to their male counterparts. The competition they face and the pressure from the parents could be the reasons for low adjustments among them. Educational institutions and parents should understand that the adjustability of these students can be increased, when they grow and attain education in a stress free environment. The students of rural colleges should be given special attention and should be exposed to talks by eminent personalities from the society to increase their levels of motivation. This will help to increase the levels of adjustment among the students of rural colleges. Decision making is the ability to take decision to be adaptive to different situations and coping with life situations. But this is found to be only at a moderate level among 65% of the sample. Lack of proper guidance and directions could be reason for this. The colleges and the teachers should develop the following key skills to increase the level of decision among students: the ability to quickly reduce stress, the ability to recognize and manage your emotions, the ability to use humor and play to deal with challenges, the ability to resolve conflicts positively and with confidence. One of the major finding of the study was that there is a positive relationship among personality, adjustment and decision making. This finding shows the necessity to give equal importance to these three aspects while imparting education. As they are inter dependent lack of even one of the aspects among the students will definitely effect their performance in academics and as well as in life.

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