



Self-Concept, Adjustment Among Secondary School Students

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Abstract:

The present investigation aim's to study of Children Self-concept and adjustment level among secondary school students of Aurangabad district in Maharashtra. The sample consists of 100 students. Which are 50 Male (25 Urban and 25 Rural students) and 50 Female students (25 Urban and 25 Rural students) using random sampling method. Two-way ANOVA was used for dependent variables of the total sample under study. A 2X2 factorial design was used to analyzing the data. The Children Self-concept scale (CSCS) developed and standardized by Dr. S.P. Ahluwalia and Adjustment inventory for school students (AISS) constructed and standardized by AK Sinha and RP Singh was used. The overall impression from the results shows that, there was not found significantly difference among Male and female (Urban and Rural) students.

Key words: Self-concept, Adjustment

Self-concept:

The term self-concept refers to the individuals perception or view of himself. It refers to those perception, beliefs, feelings, attitudes, and values which the individuals perception of his abilities and his status and roles in the outer world. It can be further explained that one's innate self is nothing but the self-concept. This concept is influenced by one's physical self, personal appearance, dress and grooming, by abilities and disposition, values, beliefs and aspirations.

Symonds (1951) defines that self-concept is the way or manner in which the individual reacts to himself. He explains the self in four aspects that are: 1. how a person perceives himself; 2. What he thinks of himself; 3. How he values himself; 4. How he attempts through various actions to enhance or defend himself. Purkey (1988) defines self-concept as "the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence"

Self-concept is considered to comprise various dimensions and areas of facets, some of which are more related to certain personality aspects (physical, social, emotional), while others appear to be more linked to academic achievement. Strong (1957) described the self as having four dimensions:

1. Basic self-concept is the individuals perception of his abilities and his status and roles in the outer world;
2. The transitory perception of self is the self perception that the person holds as a result of the immediate existing situation;
3. The social self is the self as the person thinks as others see. It has an important effect on his behavior; and



4. The ideal self is what the person aspires to be. It is usually moulded after one attains the adulthood, and childhood, is an important factor in moulding it.

Carl Rogers (1951) spells out some of the properties of self: 1. The self develops out of the organism's interaction with the environment; 2. It may intersect the values of other people and perceive them in a distorted fashion; 3. It strives for consistency; 4. The organism behaves in ways that are consistent with the self; 5. Experiences that are not consistent with the self structure are perceived as threats; 6. The self may change as a result of maturation and learning.

The important of self-concept stems from its notable contribution to personality formation. Self-esteem has to do with social competence. Since it influences how the person feels, how he or she thinks, learns, values himself or herself, relates to others, and ultimately, how he or she behaves (Clark, Clemes & Bean, 2000),

Adjustment:

The concept of adjustment originated in the form of adaptation in biology and was a corner stone in Drawin's theory of evolution and it was barrowed by the psychologists and renamed as "Adjustment to emphasize the individuals struggle to get along or survive in his or her social and physical environment Plaget (1952) has used the term accommodation and assimilation to represent the alterations of oneself or environment as a means of adjustment

Human beings have the highest capacities to adopt themselves to the new situations. They not only adapt to physical demands but they also adjust to social pressure of the society. The adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be internal (eg. hunger, water, oxygen, sleep etc.) or external interaction with family friends, teacher etc.) to whom the individual has to react

Psychologists have interpreted adjustment from two important points views. They are al adjustment as an achievement which emphasizes the quality of efficiency, and b) adjustment as a process which lays emphasis on the process by which an individual adjusts to his external environment. The term adjustment in this study mostly refer to the degree of capacity by which an individual tries to cope-up with the needs of inner tensions, conflicts, frustration and simultaneously is able to bring a coordination between his inner demands and those by the outer world

Adjustment in school is recognized as a multi-faceted process that demand children's internal resources and prior learning family support mechanism, and qualities of the school environment to generate the behavior, dispositions, and skills that are used to describe the well adjust child.

Methodology:

Design:

Gender B	Inhabitant A		
	2X2 Factorial Design	Urban A1 (40)	Rural A2 (40)
	Male B1 (40)	A1, B1 (20)	A2, B1 (20)
	Female B2 (40)	A1, B2 (20)	A2, B2 (20)

2X2 Factorial Design Used.



Independent variable:

(A) Inhabitant

- 1) Urban
- 2) Rural

(B) Gender

- 1) Male
- 2) Female

Dependent variable:

- Children Self-Concept Scale (CSCS)
- Adjustment Inventory For School Students (AISS)

Sample

The sample consists of 100 students. Which are 50 Male (25 Urban and 25 Rural students) and 50 Female students (25 Urban and 25 Rural students) using random sampling method from Aurangabad City, Maharashtra.

Tools Used In The Study

For the purpose of data collection, two instruments namely, 1. Children self-concept scale (CSCS) And 2. Adjustment inventory for students (AISS) have been adopted in the present investigation.

Children Self Concept Scale (CSCS)

Children self-concept scale (CSCS), was constructed and standardized by Dr. S.P. Ahluwalia (1986). Which seeks to measure the children's self-concept For 80 items only. One score is to awarded to each statement, either 'YES' or 'NO' as described in the manual. The maximum score for the total self-concept scale can be 80 where as the minimum score can be 0

Adjustment Inventory For School Students (AISS)

Adjustment inventory for school students (AISS) was constructed and standardized in India by AK Sinha and RP Singh (1984). Which seeks to segregate well adjusted secondary level students from poorly adjusted students in three areas of adjustment i.e. emotional, social, and educational. The inventory consists of 60 items, one score is to be awarded to each statement either 'YES' or 'NO' as described in the manual. The maximum score for the total adjustment inventory can be 60 whereas the minimum score can be 0.

Emotional adjustment: high scores indicate unstable emotion. Students with low scores tend to be emotionally stable. Social adjustment: individuals scoring high scores are submissive. Low scores indicate aggressive behavior.

Educational adjustment: individuals scoring high are poorly adjusted with their. curricular and co-curricular programs. Person with low scores are interested in school programs.

Data Collection Procedure:

Permission was obtained from the headmasters and class teachers to undertake the research. project in college. Administering inventory for self-concept scale and adjustment inventory for students to read the directions given in the booklets and then the researcher asked to read it again loudly.



Result:

TABLE 1 reveals that through the boys self-concept mean score ($m=47.7$) seems to be higher than girls mean score ($M=45.8$) in self-concept but the t -value 1.38 indicates the difference between boys and girls is not statistically significant in their self-concept even at 0.05 level. Hence the formulated null hypothesis-1 is accepted and concluded there is no difference between boys and girls in their self-concept.

TABLE- 2 reveals that though girls adjustment problems mean ($M=39.1$) seems higher than the adjustment problems of boys ($M=28.9$), $T=2.1$ indicates the difference is not statistically significant even at 0.05 level. Hence the null hypothesis 3 is accepted.

Conclusion And Discussion

The interesting observation from the study is that though the self-concept and adjustment of the students is influenced by their sex, the relationship between these variables shows that those who have low self-concept have more adjustment problems and those who have high self-concept are well adjusted. The conclusion is drawn from the present study reveals certain important educational implications which are useful for teachers planers.

One of the strongest self concept is the capacity to control the various parts of our emotional world in a way that provides consistency and balance to our life. A good self concept enables a child to accept responsibility to achieve success in college and to grow a productive member of society,

The students self concept influences by their school adjustment and behavior is widely accepted

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