



A STUDY ON EFFECT OF SELF CONCEPT ON ADJUSTMENT OF B.Ed. STUDENTS OF CHAMARAJANAGAR DISTRICT

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INTRODUCTION

It is widely accepted that the process of education begins at birth and continues throughout life. Some believe that education begins even earlier than this as evidenced by some parents' playing music or reading books when baby is in the womb. It will influence the child's development. Education is a lifelong process which brings desirable changes in the individual and he is useful to the society.

The family is traditionally seen as the basic foundation of society. Generally, family can be seen as a group of people who have biological, emotional or legal well to each other. Family is a group comprising a husband and wife and their dependent children, constituting a fundamental unit in the organization of society. From it stem the attitudes and behaviour habits that set the pattern for social development and adjustment. The family environment is a pervasive and highly influential socialization agent for children (Parke. E Bouriel. 1998). Parenting has been documented to predict children' behavioural and emotional problems. It has been indicated that family structures represent a transactional model. Therefore, parenting impacts the children's adjustment and their self-concept. There is growing recognition that both parents are an important factor of the sound personality development of the child.

The concept of adjustment was originally biological one and was concerned with adaptation to physical environment for survival. Adaptation to physical environment is of course, a person's important concern, but he has also to adjust to social pressures and demands of socialization that are inherent in living interdependently with other persons. There are also the demands from a person's internal nature, his physiological needs like hunger, thirst, sleep, elimination, etc. and psychological needs like needs to belong, to get esteem, to self-actualize, to get in combination and in interactive fashion that influences the psychological functioning and adjustment of the person.

Adjustment may be defined as the process by means of which the individual seeks to maintain physiological and psychological equilibrium.

Research evidences of Cuidubaldi and Perry 1985; Amato and Keith, 1991 have also clearly demonstrated that children from divorced families are not as well adjusted as those in intact families. Although this relative disadvantage does not necessarily indicate clinical levels of mal adjustment. Now-a-days, single parent families are even more common than the so called intact parent family. Many of the problems that single parents have are similar as those for two parent families. But these problems may be more difficult to bear or manage when the parent is alone. Single parents commonly experience difficult with role identity.

Parents should create such an environment in which the children can express their feelings and share their emotions with them. The children should also be given an opportunity to realize that they too have their own independent existence, which can build



self confidence in them. This in turn consequently will leave their behavioural problems and enhance their ability of adjustment.

SELF CONCEPT

During the past decades there has been a greater emphasis on the study of self-concept for understanding and predicting the many facets of human behaviour, which is a vital component in the process of education. Since it has been observed that these are intricately and closely related to each other. Self-concept is one of the most dominating factors influencing the individual behaviours. On the other hand, life experience too affects the self-concept. Successes other pleasurable events in life lead to the enhancement of self-concept while failure, frustration and other denigrating experiences tend to lower the concept of one. Self-concept which originally was considered to be the keystone in non-directive counselling by Rogers is now taken as of major importance in the field of education also, because its observed that self-concept has close connections with some personal aspects like learning, motivation attitudes, perception and adjustment which determines the academic and other successes of the individual in and out of the school.

Self-concept is considered to be the most significant factor in human life as everyone is continuously striving towards self-actualization, self-realization and self enhancement and is constantly wishing to avoid self-condemnation and self-lowering experience in every action. Self in different covert and overt forms, emerges as the governing component amongst the forces determining the action.

NEED FOR THE STUDY

There is a cry among the heads of the institutions; teachers, parents that adjustment is deteriorating and many students do not have faith in their own ability. There is lack of individual's perception of himself as a person which includes his abilities appearances, performance in his job and other phases of daily living. Therefore, there is need to discuss the ways through which adjustment and also feeling of self-concept to be increased has become very essential. College/schools should provide suitable conducive environment, so that every child gets adjusted to the system. Adjustment of the students to the existing life situation is important in the life of any children. It was felt that there could exist a closer pre-relationship between the pupil/students acquiring a good adjustment in which case the appraisal away influence a spirit of self-concept which in turn help the student to adjust properly.

Adjustment as such, is the feeling of the belonging, so teachers must become friend, philosopher and guide to the child.

The study conducted by Ruber and Keneth (1984) studied relationships of self-concept and the adjustment and results showed that there is a positive correlation between self-concept and adjustment.

Each individual has had a magnitude of discrete perceptions of self. The organization of all the ways an individual has of seeing himself is called by combs nd snygg the phenomenal self, i.c., and the self of which one is aware. A person perceives himself as possessing certain physical characteristics character and personality traits and abilities decide an individual's adjustment to his environment. Therefore, it was self-essential to investigate



the relationship that may exist between self-concept and adjustment of college students and hence this present study.

STATEMENT OF THE PROBLEM

The problem related for the present investigation is “A study on effect of Self-concept on adjustment of B.Ed. students of Chamarajanagar District”.

OBJECTIVES OF THE STUDY

The present study is carried out with the following objectives:

1. To find out the effect self-concept on adjustment.
2. To find out whether there is any significant difference in the total adjustment of high and low self-concept level students.
3. To find out whether there is any significant difference in the home adjustment of students with high and low self-concept.

VARIABLES OF THE STUDY

In this study there are two types of variables namely independent and dependent variables. The utilization of these are given below:

1. Dependent variable: Adjustment
2. Independent variable: Self concept

FORMULATION OF HYPOTHESES

Hypotheses are formulated to study the effect of independent variables on dependent variables. All hypotheses were stored in null form to facilitate statistical feeling of the hypothesis. The present study attempts to test the following hypotheses.

1. There is no significant difference in total adjustment scores of students with high and low level of self-concept.
2. There is no significant difference in home adjustment scores of students with high and low level of self-concept.
3. There is no significant difference in health adjustment scores of students with high and low level of self-concept.
4. There is no significant difference in social adjustment scores of students with high and low level of self-concept.
5. There is no significant difference in emotional adjustment scores of students with high and low level of self-concept.
6. There is no significant difference in educational adjustment scores of students with high and low level of self-concept.

SAMPLING DESIGN (PROCEDURE)

The population for the present study is the B.Ed. students studying in Tumkur city B.Ed. Colleges of Tumkur University. The sample was selected using proportionate random sampling. This method was applied to ensure representatives and avoid bias. A total of 300 students were selected from all B.Ed. colleges of Chamarajanagar District. 30% of the students were selected in each college depending upon the total strength of the college.



TOOLS USED FOR THE RESEARCH

The selection of suitable instruments or tools is of vital importance for any successful research. Under the light of this, the following tools were used for the collection data.

- Self-concept list (SCL) developed by Dr. (Mrs.) Prathibha Deo.
- Adjustment inventory for college students developed by Prof. AKP Sinha (Pama) and Prof. R.P. Singh (Pama).

COLLECTION OF DATA

The data were collected by the researcher visiting the colleges personally. The tools were administered to the B.Ed. students under normal conditions. The students were asked to respond to the items freely and frankly. Sufficient time was given for the trainees to answer the questionnaire and proper instructions were given.

DATA PROCESSING

The data has been scored as per the procedure explained under each tool. The analysis presented was done using standard formulae. The data was processed by the researcher.

STATISTICAL TECHNIQUES USED IN ANALYSING THE DATA

Statistical techniques play an important role in any research because they are the means to analysis, interpret and then draw inferences.

The following statistical technique is used for analysing the data and was computed by using standard formulas.

't'-test:- It is the ratio between the difference of two sample means and the standard error of the mean difference. It is applied to small, samples in order to determine the mean significance difference in one group over other. This provided in idea to determine the main effect of variables on academic achievement for determining the 't' value.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis - 1

There is no significant difference in total adjustment mean scores of students with high and low level of self-concept.

Table 1 The table showing groups, N, mean, SD, t-value and level of significance i.e. 0.05/0.01 of B.Ed. student's total adjustment scores with high and Low level of self-concept.

Self-concept	N	Mean	S D	t-value	Significant Level
High	43	31.20	12.29	5.43	Significant
Low	46	44.72	11.10		



The obtained 't' value is 5.43 and it is greater than the critical value at 0.05 and 0.01. Hence, the null hypothesis is rejected and alternative hypothesis is accepted that means there exists significant difference in the total adjustment scores of students with high and moderate level of self-concept.

Since the mean score of low self-concept group is more than the high self-concept group. High level self-concept group of students have better adjustment than that of low level self-concept group of students.

Hypothesis-2

There is no significant difference in home adjustment scores of students with high and low level of self-concept.

Table 2 The table showing groups, N, mean, SD, t-value and level of significance i.e. 0.05/0.01 of B.Ed. students home adjustment scores with high and low level of self-concept.

Self-concept	N	Mean	S D	t-value	Significant Level
High	43	3.12	3.45	3.51	Significant
Low	46	6.06	2.48		

The data above in the table 2 shows that the obtained 't' value is 3.51 is statistically significant at both the levels. Hence, the null hypothesis is rejected and alternative hypothesis is accepted that means there exists significant difference in the total adjustment scores of students with high and moderate level of self-concept.

Since the mean score of low self-concept group is more than the high self-concept group. High level self-concept group of students have better home adjustment than that of low level self-concept group of students.

Hypothesis 3

There is no significant difference in health adjustment scores of students with high and low level of self-concept.

Table 3 The table showing groups, N, mean, SD, t-value and level of significance i.e. 0.05/0.01 of B.Ed. students health adjustment scores with high and low level of self-concept.

Self-concept	N	Mean	S D	t-value	Significant Level
High	43	3.01	2.28		



				2.54	Significant
Low	46	4.28	2.43		

The data above in the table 3 shows that the obtained 't' value is 2.54 is statistically significant at 0.05 level. Hence, the null hypothesis is rejected and alternative hypothesis is accepted that means there exists a significant difference in the health adjustment scores of students with high and low level of self-concept.

High level self-concept group of students have better health since the mean score of high self-concept group is more than that of low level self-concept group of students.

Hypothesis 4

There is no significant difference in social adjustment scores of students with high and low level of self-concept.

Table 4: The table showing groups, N, mean, SD, t-value and level of significance i.e. 0.05/0.01 of B.Ed. students social adjustment scores with high and low level of selfconcept.

Self-concept	N	Mean	S D	t-value	Significant Level
High	43	7.48	2.98	4.87	Significant
Low	46	10.5	2.85		

The data above in the table 4 shows that the obtained't' value is 4.87 is statistically significant at both the levels. Hence, the null hypothesis is rejected and alternative hypothesis is accepted that means there exists significant difference in the social adjustment scores of students with high and low level of self-concept.

Since the mean score of high self-concept group is more than the low self-concept group. High level self-concept group of students have better social adjustment than that of low level self-concept group of students.

Hypothesis 5

There is no significant difference in emotional adjustment scores of students with high and low level of self-concept

Table 5 The table showing groups, N, mean, SD, t-value and level of significance i.e. 0.05/0.01 of B.Ed. students Emotional adjustment scores with high and low level of self-concept.

Self-concept	N	Mean	S D	t-value	Significant Level
High		12.13	4.28		



	43			3.51	Significant
Low	46	15.67	5.21		

The data above in the table 5 shows that the obtained 't' value is 3.51 is statistically significant at both the levels. Hence, the null hypothesis is rejected and alternative hypothesis is accepted that means there exists a significant difference in the emotional adjustment scores of students with high and low level of self-concept.

Since the mean score of low self-concept group is more than the high self-concept group. High level self-concept group of students have better emotional adjustment than that of moderate level self-concept group of students.

Hypothesis 6

There is no significant difference in educational adjustment scores of students with high and low level of self-concept.

Table No. 6 The table showing groups, N, mean, SD, t-value and level of significance i.e. 0.05/0.01 of B.Ed. students Educational adjustment scores with high and low level of self-concept.

Self-concept	N	Mean	S D	t-value	Significant Level
High	43	3.6	3.28	6.74	Significant
Low	46	8.05	2.98		

The data above in the table 6 shows that the obtained 't' value is 6.74 is statistically significant at both the levels. Hence, the null hypothesis is rejected and alternative hypothesis is accepted that means there exists significant difference in the Educational adjustment scores of students with high and low level of self-concept.

Since the mean score of low self-concept group is more than the high self-concept group. High level self-concept group of students have better educational adjustment than that of low level self-concept group of students.

MAJOR FINDINGS OF THE STUDY

1. There is a significant difference in total adjustment score of students with high and low level of self-concept.
2. There is a significant difference in Home adjustment score of students with high and low level of self-concept.



3. There is a significant difference in health adjustment score of students with high and low level of self-concept.
4. There is a significant difference in social adjustment score of students with high and low level of self-concept.
5. There is a significant difference in emotional adjustment score of students with high and low level of self-concept.
6. There is a significant difference in educational adjustment score of students with high and low level of self-concept

EDUCATIONAL IMPLICATIONS

We begin to learn the day we are born. What we learn at home during the five years of our life determines to a large extent our reactions to subsequent learning experiences. By learning, we mean not merely the acquisition of factual information, but also training in how we feel about persons and things, what attitudes we develop, what goals we select and work for. During these first five years, the foundation is laid upon which the superstructure of the adult personality is erected. All this is made possible by the learning potential fostered and developed by our parents, teachers, friends, and others who help us to learn. Most important in determining what and how we learn during these first five years are of course, our parents. By their actions and attitudes they facilitate or hinder our learning.

In the present study, it was found that the higher levels of adjustment of the students were related to higher level of self-concept. So students with high level of adjustment will have a good attitude towards oneself and this helps the students to develop in all dimensions.

Since self-concept is highly related to good adjustment, all efforts should be made to foster self-concept, so that the good adjustment capacity among the students be developed from the beginning. This can be done by providing freedom for the students to respond, opportunity for involvement, encouraging the student's originality and flexibility, removal of the hesitation and fear providing appropriate opportunities, good memory, desirable interests, good temper, desirable attitude, make the students to mingle with opposite sex, feeling socially acceptance, understanding group goals etc.

The study has its implications for the teachers also. They should try to develop sound educational atmosphere in the classroom as well as in the school so that the children don't confront any sort of problems. These teachers - pupil relation has its roots in a genuine, deep psychological acceptance of each child. Teacher should possess welcoming attitude towards their students and should give them ample opportunity to share their emotions and desires freely. They should guide the single-parent children in releasing their emotions, tensions and anxieties and channelize them in socially desirable way. Teachers should create such a congenial and pleasant atmosphere in the school so that the children don't feel lonely in the absence of father or mother.

The present study has its bearing on administrators as well. The administrators should organize parent's teacher meeting regular basis and problems of their children should be discussed openly so as to resolve them collectively. The school administrators also must understand the effects of changing family structure and find ways to promote child growth and development in this context. Administrators should assume a practical stand by collaborating with teachers in developing and implementing family education program.



The present study has its implications for the society also. The adult community members should be very sensitive to the problem of single parent children. They should develop positive attitude towards the single parent family children. The community members should become aware of the fact that their negligence towards these children may multiply their problem, which may in turn become a social evil.

SUGGESTIONS FOR THE FURTHER STUDY

The following are some of the suggestions for further research-

1. Similar study can be extended to the other cities.
2. The size of the sample can be increased.
3. Other personality variables can be included in further Research studies.
4. The other statistical calculations can be made use of.

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