ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN CONTEXT TO THEIR SELF CONCEPT

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Abstract: The psychological variables such as self-concept and adjustment play very important role in school life as well as in practical life. Students, the future of our nation, are flourishing and thriving in the educational institutions. They are agents of change in their societies, a resource to be nurtured and trained to become responsible and productive citizen and leader of tomorrow. They progress through a series of institutions facing changes from year to year in school and class rules and procedures, teachers, peers, environment and activities. These changes may either help in developing abilities and skills to deal with the demanding situations and standards or vex or trouble them.

This article attempts to study the Adjustment of secondary school students in context to their self concept. For this purpose, a sample of 400 students from 10 Govt. and Non govt. Secondary schools of Bhagalpur city in Bihar state was selected by stratified random sampling technique. Under statistical treatment, Pie diagram was plotted for graphic representation and finally "F" value was calculated for one way analysis of variance. The study reveals that there is significant difference in adjustment of students of different self concept levels.

Keywords- Adjustment, Secondary school students, Self concept.

INTRODUCTION

In the changing era, modernization and globalization throw opportunities and challenges to the exiting social and cultural norms and practices. Hence it is necessary to equip our child with arms and ammunitions of knowledge, values and skills so that they can deal with the demanding situations and standards. The problem of adjustment is being complex in the situation of mental conflict, social activeness and business. It is necessary to understand one’s role in the ever changing social, political, economical and human surroundings.

"Adjustment is the process by which man creates the balance between own needs and the circumstances affecting the fulfillment of needs."

- Boring, Langfeld and Weld

"Adjustment is the continuous process by which person changes his behavior for the purpose of maintaining balance between self and self surroundings."

- Gates and others

Psychologists have interpreted adjustment from two points of views:-

i) Adjustment as an achievement describes how efficiently an individual can perform his duties in different circumstances.

ii) Adjustment as a process describes the ways and means of an individual's adaptation to himself and his environment without reference to the quality of such adjustment or its outcomes in terms of success or failure.

Thus, adjustment means response to the demand and pressure of social environment imposed upon the individual or it is the process of fitting oneself into available circumstances and the process of changing the circumstances to fit one's need as well.

Factors contributing to adjustment are physique, emotional stability, flexibility, adaptation, awareness, satisfaction, enthusiasm and zeal, integration and equilibration, optimism, understanding, literacy, environment, obedience and sociability etc.

Carl Rogers (1959) propounded the concept of the self concept. He thought that humans have a basic motive, viz., the tendency to self-actualize, i.e. to fulfill one's potential and achieve the highest level of 'human beingness' one can. The term Self concept refers to the individual's perception of the abilities, status and roles in the outer world. Its several different components are: i) Physical – The physical aspect of self-concept is related to concreteness: the individuals’ view about their body, health, physical appearance and strength, ii) Social – i.e. individual's sense of worth in social interactions, iii) Temperamental– the individuals’ view of their prevailing emotional state or predomiance of a particular kind of emotional reaction, iv) Educational – Individual’s view in relation to school, teachers and extracurricular activities. v) Moral – Individual’s estimations of their moral worth right and wrong activities, vi) Intellectual – Individual’s awareness of their intelligence and capacity of problem solving and judgments.

OBJECTIVES OF THE STUDY

- To study the adjustment of secondary school students
- To study the self concept of secondary school students
- To study the adjustment of secondary school students in context to self concept

HYPOTHESES OF THE STUDY

H01: There shall be no significant difference in the adjustment of secondary school students of different self -concept levels.

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REVIEW OF RELATED LITERATURE:

- Pragati Dixit (2014) found that self concept influences adjustment of women positively.
- Santosh K. Khrade (2012) examined that 70% students have above average self-concept while 30% students have high self concept.
- I. Pandit (1985) studied the psychological needs and self concept of adolescents and their bearing on adjustment. Findings: - Out of all the five areas of adjustment, the school adjustment was most satisfactory followed by health, home, emotional and social adjustment respectively. The social and emotional adjustments of adolescent boys were more satisfactory than that of adolescent girls.
- P. Gupta (1984) studied self concept dependency and adjustment pattern of abandoned institutionalized preadolescents. The findings are: - There was some relationship between self concept, anxiety dependency and adjustment for the experimental group. Self concept and adjustment were positively correlated and they had negative correlation with anxiety.
- R. Saraswat (1982) studied self concept in relation to adjustment, values, academic achievement, socio-economic status and sex of high school students of Delhi. Findings: - The boy's self concept was positively and significantly related to social adjustment while the girl's self concept was positively and significantly related to home, health, social, emotional, school as well as total adjustment.
- P. K. Goswami (1978) studied the self concept of the adolescents and its relationship with scholastic achievement and adjustment. The findings are: - There was a strong relationship between self concept and adjustment and vice-versa but the adolescents who had very high concept of their socio-economic status in the rural areas did not have good adjustment in the changing socio-political conditions.

METHODOLOGY

Survey method was followed to carry on the present study with the help of standardized tools. A sample of 400 students from 10 Govt. and Non govt. Secondary schools of Bhagalpur city in Bihar state was selected by stratified random sampling technique. Under statistical treatment, Pie diagram was plotted for graphic representation and finally "F" value was calculated for one way analysis of variance.

TOOLS OF THE STUDY

In this study, following tools were used:-

- Adjustment inventory for school students (AISS) developed by Dr. A. K. P. Sinha and Dr. R. P. Singh (Patna). This inventory has 60 items to assess adjustment in the following three areas: i) Emotional, ii) Social and iii) Educational. Each area has 20 items with two options.
- Self Concept Questionnaire (SCQ) developed by Dr. Rajkumar Saraswat (New Delhi). It has 48 statements with five responses. High score indicated high level of Self-concept and low score indicates low level of Self-concept.

DATA ANALYSIS AND INTERPRETATION

The scores obtained from the administration of the tools were classified and tabulated.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Adjustment level</th>
<th>Number (N)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Good adjustment</td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td>2</td>
<td>Average adjustment</td>
<td>135</td>
<td>34%</td>
</tr>
<tr>
<td>3</td>
<td>Unsatisfactory adjustment</td>
<td>229</td>
<td>57%</td>
</tr>
<tr>
<td>4</td>
<td>Very unsatisfactory adjustment</td>
<td>29</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>400</td>
<td>100%</td>
</tr>
</tbody>
</table>

figure no.-01

bar diagram showing percentage of adjustment level of students
Interpretation -

It is evident from the table and figure no.-01, the adjustment of 2% students are good, that of 34% students are average, that of 57% students are unsatisfactory and that of 7% students are very unsatisfactory. The percentage of students with good adjustment is relatively low and that of unsatisfactory adjustment is maximum.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Self concept level</th>
<th>Number (N)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High Self concept</td>
<td>73</td>
<td>18%</td>
</tr>
<tr>
<td>2</td>
<td>Average Self concept</td>
<td>319</td>
<td>80%</td>
</tr>
<tr>
<td>3</td>
<td>Above average Self concept</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>400</td>
<td>100%</td>
</tr>
</tbody>
</table>

Interpretation -

It is evident from the table and figure no.-02 that 02% students are with average self concept, 80% students is with above average self concept, and rest 18% students are with high self concept.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square Variance</th>
<th>F value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Group</td>
<td>143.553</td>
<td>2</td>
<td>71.78</td>
<td>71.78/22.1=3.25</td>
<td>Significant</td>
</tr>
<tr>
<td>Within Group</td>
<td>8773.325</td>
<td>397</td>
<td>22.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation -

It is evident from the table no.-03 that the calculated F-value is greater than the table value (3.02) for 2 Between Group df and 397 Within Group df at 0.05 level of significance, therefore, it proves to be significant.
students were found with high self -

community groups, resources etc. However, it can

- take place across a wide range of settings; there are lots of opportunities to contribute from our part. Further development

- Quality and effective education involves a variety of people parents, teachers, schools, community groups, resources etc. However, it can

- There is significant difference in adjustment of students of different self -concept levels.

CONCLUSION AND SUGGESTIONS

Quality and effective education involves a variety of people parents, teachers, schools, community groups, resources etc. However, it can

- There should be provision of socio-emotional environment in the school.
- Creation of conducive and learning environment in the classroom.
- Provision of curricular and co-curricular activities in the school.
- Provision of social service through NCC, Scout and Guide etc.
- Provision of debate, discussion and tests in the class.
- There should be provision of guidance and counselling for students in the schools.

EDUCATIONAL IMPLICATION OF THE STUDY

- It will help in undertaking future research.
- It provided knowledge of the area of adjustment of the school students.
- It will help in developing the emotional, social and educational area of adjustment of the students.
- It provided knowledge of self-concept level of the students.
- It will help in developing the physical, social, temperamental, educational, moral and intellectual aspects of self-concept of the students.
- The performance and achievement of the students will be improved.

REFERENCES

- Roger, Carl, “A way of Being” Houghton Mifflin company, Boston, new York, 1959