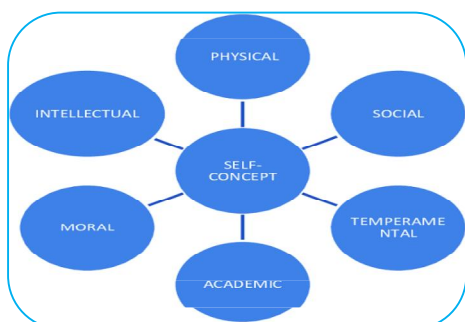




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ADJUSTMENT AND SELF-CONCEPT: A RELATIONAL STUDY WITH REFERENCES TO DURG DISTRICT

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ABSTRACT:

Adolescent's self-concept is an important issue, since their behaviour their choices, their relationship with other people and the development of their personality are affected by it. His belief about himself and his abilities collar nearly all his actions and interactions. The extent to which an individual is able to develop a sense of identity will depend upon the degree of successes he achieves in resolving the crisis related to all the previous stages. The lack of self-identification and role confusion may also lead to over identification with villains and clowns, showing a type of childish and impulsive behaviour

or developing conformity in taste and style and intolerance of others. The researcher has selected the problem which is completely based on cognitive aspect to find out the relationship of adjustment of adolescents with their different self-concepts. It is attempted to show a better way of remedial measures in the educational field. For the present research the total 100 students were selected randomly from std IX of Durg district and the conclusion drawn reveals that there is highly positive correlation between two variables i.e. self-concept and adjustment. An adolescent having positive and good self-concept about himself is best adjusted in all dimensions whether it is home adjustment, health adjustment, social adjustment or emotional adjustment.

KEYWORDS: actions and interactions, Adolescent's self-concept.

INTRODUCTION

Predetermination of any nation rely on its Youth. India can't be an outstanding of this statement. Adolescence is a period in which a tyke needs to make his self-picture and character. Self-concept is started by physical mindfulness. Familiarity with our external appearance, social status, the manner in which he dress, the style of language we use, even the hobbies we pursue. All these

things of data add to set up a feeling of self. Thus we can say that an immaturity needs adolescence to set up himself as a well self-imaged with great societal position need to modify himself in a decent manner. So both self-concept and change are connected with each other. Adolescence period likewise allude to the time of character versus perplexity. Adolescence start to look through their very own personality. He endeavors to keep balance among himself and his condition by his identity characteristics. He feel kind of passionate strain,

uneasiness and anxiety when he does not alter himself in the social condition. One side a well-balanced pre-adult can turn into the wellspring of motivation and solidarity to his family and shelter to the general public, same on the opposite side maladjustment of an adolescent may cause progressively terrible impact on the network and the country.

As the self-concept and change assume vital job in the identity development and the individual especially, the need was felt by the specialist to bring arrangement of the modification

of the understudies by their self-concept. In this way the present examination has much importance to quantify the measure of modification on school understudies and it is endeavoured to demonstrate a superior method for healing measure in the instructive field.

ADJUSTMENT

A literal meaning of adjustment is arrangement or settlement. Individuals who can acclimate to the physical, social, financial, and instructive conditions are called well-adjusted, and the individuals who are not ready to change are called maladjusted (Zamr, M. (1990)). In brain science, we can characterize those terms as ordinary or anomalous. The dictionary meaning of the word "adjustment" is to fit, to make suitable, adopt, arrange, modify, harmonize, or make correspondent. Thus, when we make a change between two things, we receive or adjust either of them to compare to one another. In certain circumstances, one of the components may not be variable; thus, the one which is, must be changed somehow or another to suit the other. For precedent, wearing of garments as indicated by the necessities of the seasons. It is beyond our ability to change the seasons as indicated by nature, become the fundamental requirement for our survival.

In short, adjustment is a state of a person where he tries to keep his needs way of gratification within the requirements of various situations in his environment. One should remember that only a well-adjusted student can take full advantage from his studies according to his age, interest, aptitude, and self-concept.

SELF-CONCEPT:

Self-concept is the set of perceptions or reference points that the subject has about him.

Self-concept is the sum total of the entire individual can call "I" or "me". It alludes to those recognitions, convictions, and emotions. Dispositions and qualities which the individual perceives as a section or characteristics of him (Saraswat (1990)). Accordingly, self-concept alludes to a person's recognition or perspective on himself. The significance of self-concept ventures from its outstanding commitment to identity development. It impacts how the individual feels, how the person considers, learns, esteems oneself, identifies with others, and at last, how he/she acts. **Justin Pikanas** conceives "self" in somewhat wider terms, including evaluation of self and defines self as the group of perceptions, evaluations, and other possessions which refers to one's own sense of the personal identity.

Adjustment and self-concept are related with each other. An individual's behaviour is a function of his self-concept and depends upon the way in which he perceives the situation. Adjustment can be interpreted as both, process and the outcome of that process in the form of some attainment or achievement. When a poor child studies under the street light because he has no lightening arrangement at home, he is said to be in a process of adjustment. What he attains in terms of success in his examination or the fulfilment of his ambition or pride in his achievement is nothing but the result of his adjustment to his self and his environment (Agnihotri (1970)). Self-concept is the core of the personality pattern; it influences all aspects of the human behaviour, whether the individual will be adjusted or maladjusted in his life depends largely upon the extent and the nature of the development of his self-concept. Quality of the nation depends upon the quality of education imparted to its citizen, and success and failure of a teaching-learning process largely depends upon the self-concept and adjustment of the students (Aggarwal, M.C. (1970)). The investigator realized the importance of the relationship between self-concept and adjustment. She, therefore, thought it is quite significant to conduct a study to find out the relationship between self-concept and adjustment of the adolescent.

METHODOLOGY:

Objectives:

- To compare the self-concept of adolescence as per their genders.
- To compare the adjustment of adolescence as per their genders.
- To find out the correlation between adjustment and self-concept as per their gender.

Sample :

For the present study total 100 students of std ix from durg district were taken as sample.

Research Design :

Variables	Independent Variable- Males and Female students of class IX. Dependent Variables-Adjustment and Self-concept
Tools	Self-concept scale developed by saraswat Adjustment inventory developed by bell
Statistic	Mean,SD,t-value and r-value

ANALYSIS AND INTERPRETATION OF DATA :

- To compare the self-concept of adolescence as per their genders.

Table -1
Means,S.D. and t-score of male and female adolescents on self-concept scale

S.NO.	Dimensions	No. of Males	Male Mean and S.D.	No. of Females	Female Mean and S.D.	t- Score
1.	Physical	50	25.56	50	21.67	5.23
2.	Social	50	23.04	50	27.34	2.60
3.	Temperamental	50	28.8	50	19.67	0.33
4.	Educational	50	21.52	50	26.86	2.88
5.	Moral	50	26.04	50	27.34	1.19
6.	Intellectual	50	22.94	50	25.52	0.53

Interpretations-

- In order to compare the difference in the self-concept of the adolescence ,mean on six dimensions of self-concept namely physical ,social ,temperamental, emotional moral and intellectual were calculated.
- The table reveals that male adolescents scored higher mean score as compared to females on physical and temperamental aspect of self-concept. Female adolescents scored significantly higher mean on the dimension namely social, educational, moral and intellectual.
- On the dimension of physical aspect ,the mean score of male adolescent is 25.56as compared to female adolescents whose mean score is 21.67.SThe difference of means score is significant ,It means male students have high self-concept about physical.
- Male adolescents have low mean score 23.04 in comparisons to female adolescents 27.34. The difference is not significant, It can be concluded that female adolescents are socially good than mole adolescents.
- On temperamental scale the t-score is not significant. Male adolescent got high score 28.8 than female adolescent 19.67 the result indicates that male adolescent are superior on temperamental level.
- Educational, Moral and Intellectual means of females are more than male hence it means that female are superioron all the three the dimensions of self-concept.
- To compare the adjustment of adolescence as per their genders**

Table -2
Means, S.D. and t-score of male and female adolescents on Adjustment scale

S.NO.	Dimensions	No. of Males	Male Mean	No. of Females	Female Mean	t- Score
1.	Home Adjustment	50	6.44	50	3.88	5.76
2.	Health adjustment	50	5.5	50	6.14	1.47
3.	Social Adjustment	50	7.99	50	6.81	0.71
4.	Emotional Adjustment	50	3.63	50	9.45	8.92

Interpretations-

- The mean score of male adolescent is higher than the mean score of the female adolescents on home adjustment, the t score is significant at both levels of significance.
- On health adjustment, the mean score of female adolescent is significantly higher than male adolescents. It means that they need to be taken care of their health. The mean difference is not significant.
- On social Adjustment, the mean score of male adolescents is 7.99 and of female adolescent is 6.81. It means male adolescent are socially more adjusted than female adolescents. The mean difference is not significant.
- But emotionally, female adolescents are stronger than male adolescents. The mean score of male adolescents 3.63 is so less in comparison to female adolescent 9.45. the t ratio is more significant. It means hypothesis are rejected.

To find out the correlation between adjustment and self-concept as per their gender.

Table -3
Coefficient of correlation between self-concept and adjustment as per their gender.

S.NO.	Dimensions	N	Correlation	Remark
1.	Self-concept	50	0.87	Significant
2.	Adjustment	50		

In order to find the coefficient of correlation Karl Pearson Method was applied. The value of r so obtained was 0.87 which shows that there is highly positive correlation between two variables i.e. self-concept and adjustment. An adolescent having positive and good self-concept about himself is best adjusted in all dimensions whether it is home adjustment, health adjustment, social adjustment or emotional adjustment.

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