

# A COMPARATIVE STUDY ON 'ADJUSTMENT' AND 'SELF- CONCEPT' OF THE COLLEGE STUDENTS

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Happiness comes from.....some curious  
'Adjustment' to life.  
.....Hugh Walgale  
'Self -concept' at heart of individual Personality.'  
.....Cal Rogers.

**Abstract** — Self-concept and adjustment are two important psychological aspects influencing the personalities of individual. The term Self -concept refers to the individual's perception of his abilities and his status and roles in the outer world. Self esteem is another way of viewing Self -concept a person with high self esteem has a positive Self -concept while a person with low self esteem has a negative Self -concept and adjustment helps for self initiated growth and development along intellectual, emotional social, physical and vocational dimensions. It deals with the way an individual adapts to his environment and demand.

The Researcher made an attempt to study the Self -concept and existing adjustment problem of the students with respect to gender and types of school. A sample of 100 students urban areas of Banda District were selected by Random sampling technique.

The Study revealed that no significant difference was found between boys and girls in adjustment and Self -concept.

**Index Terms** — adjustment and self- concept'.

## I. INTRODUCTION

Life is a process of progressive adjustment and children should be stimulated to do their best Healthy interest, sound attitudes and a balanced hierarchy of values will enable the young pupil for proper self-understanding and their together with self-concept will gave the way of health and happiness.

It adjustment is not proper it leads to development of mal adjustment. Self-concept plays on important role in social perception the process by which we from impression of others self-concept seems to play a significant role in growth and development of a person personality development in a continuous process of interaction with environment.

Adjustment means reaction to the demand and pressure of social environment imposed upon the individual. Hence adjustment evolves the reconciliation of personal and environmental demands.

## 1) Adjustment:

Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. However the concept of adjustment is not as simple as adaptation psychologist and scholars differ considerably in interpreting its meaning and nature.

### 1) According to James Drever:

Adjustment as the modification to compensate for or meet special condition.

According to carter V. Good:

Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the change in the environment.

### 2) Self -concept:

The term Self -concept is a general term used to refer to how someone think about evaluates or perceives themselves to be aware of one self is to have a concept of one self.

Self -concept refers to the individual's perception or view of himself. It refers to those perceptions, beliefs, feelings, attitudes and values which the individual perception of his abilities and his status and role in the other world.

### I. ACCORDING TO BAUMEISTER (1999):

"The individual's belief about himself or herself including the person's attributes and who and what the self is."

According to Purkey (1988):

Self -concept as "The totality of a complex organized and dynamic system of learned beliefs attitudes and opinions that each person held to be true about his on her personal existence.

### A. Objectives of research:

1. To Study adjustment of the college students.
2. To study home adjustment of the college students.
3. To study health adjustment of the college students.
4. To study social adjustment of the college students.
5. To study emotional adjustment of the college students.
6. To study educational adjustment of the college students.
7. To study Self -concept of the college students.

## B. Literature survey:

Tirtha (1982) and Saraswati (1982) in their independent studies found that students both boys and girls of higher secondary classes differed significantly on the Self - concept.

But Sucha (1982) and Kale (1982) have reported in their studies that boys and girls did not differ significantly in Self -concept development.

Vinod (1993) and Raja (1995) Also reported that no significant difference was observed between boys and girls in Self -concept though the boys means scores is high.

Surekha (2002) in her study found that socio emotional and socio-emotional climate of the school and sex on the adjustment of students along with their interaction effect boys were significantly better than girls in their health adjustment of deferential level of socio-emotional climate of schools.

Singh (2008) in her study found that student of private schools are better adjusted than students of government schools. The students of privates school are better than students of government school in academic achievement. There is negatives relationship between the students adjustment and academic achievement.

Balkrishnan (2011) examined the relationship between the social adjustment and Self -concept of the higher secondary school students with respect to gender and locality and they found that social adjustment is independent upon gender and locality. The correlation coefficient between social Adjustment and Self -concept in found negligible

Basu (2012) aimed to investigate the adjustment abilities of secondary school students and found that their exist highly significant differences between the adjustment of secondary school students when compared on basis of gender type of family structure and medium of instructions in school.

## C. Hypothesis:

1. There is no significant difference between boys and girls in adjustment.
2. There is no significance difference between boys and girls in home adjustment
3. There is no significant difference between boys and girls in health adjustment.
4. There is no significant difference between boys and girls in social adjustment.
5. There is no significant difference between boys and girls in emotional adjustment.
6. There is no significant difference between boys and girls in educational adjustment.
7. There is no significant difference between boys and girls in Self -concept.

## D. Variable of Research:

Variable are qualities, properties or characteristics of persons, things, or situations that change or vary.

## E. Independent Variables:

An independent variable in the variable that students alive and does not depend on any other.

Gender- Students (Girls & Boys)

## F. Dependent Variables:

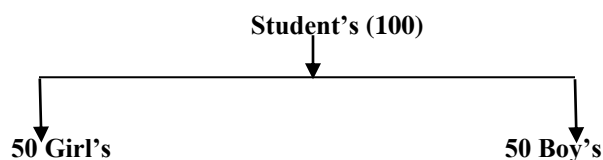
The dependent variable is the variable that the researcher is interested in understanding explaining or predicting.

In this study dependent variables are adjustment and Self -concept.

## Samples:

One hundred students (50 Boys and 50 girls) in the age group 18-21 years (Graduation level) were selected by using stratified random sampling method from four-different colleges of under area of Banda District.

## Sampling Design:



## Tools for data collections:

The tools used to measure the adjustment level and Self -concept of the students.

Adjustment inventory for college students

- ❖ Developed by A.K.P. Sinha and R.P. Singh in 1995.
- ❖ The inventory has been designed in English and Hindi for college students of India.
- ❖ This inventory has 102 items which measure adjustment of the students in the following areas.

- (i) Home
- (ii) Health
- (iii) Social
- (iv) Emotional
- (v) Educational

## II. SELF -CONCEPT INVENTORY:

Self -concept was assessed by Self-concept scale developed by Dr. Mukta Rani Rastogi.

Self -concept scale has 51 statements. Below each statement are given five responses (Strongly Agree, Agree, undecided, Disagree and strongly Disagree). High score indicated

high level of Self-concept and low score indicated low level of Self-concept.

**A. Statistics to be used:**

**Mean:** The mean is obtained by dividing the sum of observed values by the members of observation i.e.

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N}$$

Where

$$\sum X = \text{Sum of observed values}$$

N = Numbers of observation.

**B. Standard Deviation:**

The standard Deviation is the actual distance between the actual data and the mean the statistics from the standard deviation is

$$SD = \sqrt{\frac{\sum(x-\bar{x})^2}{n}}$$

**T. Test:**

Used to study the significant difference in the adjustment and Self -concept of college students formula of T test.

$$T\text{-test} = \frac{M_1 - M_2}{S_{ED}}$$

Where,

- M<sub>1</sub> = Mean of first sample
- M<sub>2</sub> = Mean of second sample
- S<sub>ED</sub> = Standard Error of difference of two

mean

Standard Error (calculated formula)

$$S_{ED} = \sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}$$

**C. Tabulation:**

Table-1(T. value of Adjustment dimension for Boys & Girls)

| Group | N  | Mean  | Standard Deviation | Standard Error | t Value | Significance                  |
|-------|----|-------|--------------------|----------------|---------|-------------------------------|
| Boys  | 50 | 52.8  | 3.96               | .67            | 1.16    | .05 level of Non-significance |
| Girls | 50 | 52.02 | 2.71               |                |         |                               |

Table-2 (T. value of Home Adjustment dimension for Boys and Girls)

| Group | N  | Mean | Standard Deviation | Standard Error | t Value | Significance                  |
|-------|----|------|--------------------|----------------|---------|-------------------------------|
| Boys  | 50 | 7.68 | 1.38               | .28            | 0.64    | .05 level of Non-significance |
| Girls | 50 | 7.50 | 1.45               |                |         |                               |

Table-3 (T values of Health Adjustment dimension for Girls and Boys)

| Group | N  | Mean | Standard Deviation | Standard Error | t Value | Significance                  |
|-------|----|------|--------------------|----------------|---------|-------------------------------|
| Boys  | 50 | 4.92 | 1.10               | .23            | 1.82    | .05 level of Non-Significance |
| Girls | 50 | 5.4  | 1.20               |                |         |                               |

Table-4 (T- Value of Social Adjustment dimension for Boys and Girls)

| Group | N  | Mean  | Standard Deviation | Standard Error | t Value | Significance              |
|-------|----|-------|--------------------|----------------|---------|---------------------------|
| Boys  | 50 | 13.26 | 2.12               | .35            | 8.95    | .01 level of Significance |
| Girls | 50 | 10.12 | 1.39               |                |         |                           |

Table-5 (T. value of Emotional Adjustment dimension for Boys & Girls)

| Group | N  | Mean | Standard Deviation | Standard Error | t Value | Significance              |
|-------|----|------|--------------------|----------------|---------|---------------------------|
| Boys  | 50 | 15.9 | 1.74               | .38            | 2.10    | .05 level of Significance |
| Girls | 50 | 15.1 | 2.06               |                |         |                           |

Table-6 (T value of Educational Adjustment dimension for Boys & Girls)

| Group | N  | Mean | Standard Deviation | Standard Error | t Value | Significance                  |
|-------|----|------|--------------------|----------------|---------|-------------------------------|
| Boys  | 50 | 10.9 | 1.84               | .41            | .97     | .05 level of Non Significance |
| Girls | 50 | 11.3 | 2.25               |                |         |                               |

Table-7 ( T-value of Self -concept dimension for Boys and Girls.

| Group | N  | Mean  | Standard Deviation | Standard Error | t Value | Significance                  |
|-------|----|-------|--------------------|----------------|---------|-------------------------------|
| Boys  | 50 | 59.7  | 7.05               | 1.41           | 1.10    | .05 level of Non Significance |
| Girls | 50 | 61.26 | 7.14               |                |         |                               |

**INTERPRETATION & DISCUSSION:**

(1) Table-1: shows that t- value of Adjustment dimension of Boys and Girls students since the calculated t-value 1.16 is less than the critical t-value i.e., 1.98 at 0.05 level of significance so that the result reveals that there is no significance difference between Adjustment of Girls and Boys students.

(2) Table-2:shows that t-value of Home-Adjustment dimension of Boys and Girls students since the calculated t-value 0.64 is less than the critical t-value 1.98 at .05 level of

significance so that the results reveals that there is no significance difference between Home Adjustment of Boys and Girls students.

(3) Table-3: shows that t-value of Health adjustment dimension of Boys and Girls students since the calculated t-value 1.82 is less than the critical t-value 1.98 at .05 level of significance so that the result reveals that there is no significance difference between health adjustment of Boys and Girls students.

(4) Table-4: shows that t-value of social Adjustment dimension of Boys and Girls students. Since the calculated t-value 8.95 is more than the critical t-value 2.63 at 0.01 level of significance, so that the reveals that there is significance difference between social adjustment of Boys and Girls students.

(5) Table-5: show that t-values of Emotional Adjustment dimension of Boys and Girls students. Since the calculated t-value 2.10 is more than the critical t-value 1.98 at 0.05 levels of significance so that the result reveals that there is significance difference between emotional adjustment of Boys and Girls students.

(6) Table-6: shows that t-value of Educational adjustment dimension of Boys and Girls students since the calculated t-value 0.97 is less than the critical t-value 1.98 at 0.05 level of significance so that the result reveals that there is no significant difference between Education Adjustment of Boys and Girls students.

(7) Table-7: shows that t-value of self-concept of Boys and Girls students since the calculated t value 1.10 is less than that the critical t-value 1.98 at 0.05 level of significance so that the result reveals that there is no significance difference between self-concept of Boys and Girls student.

## CONCLUSION AND DISCUSSION

The interesting observation from the study is that though the self-concept and adjustment of the college student is not influencing by their Gender, the type of the school is influencing the students in self-concept and adjustment. Data shows that those who have low self-concept have more adjustment problems and those who have high self-concept are well adjusted in schools.

Self-concept is not innate but is developed or constructed by individual through interaction with the environment and reflecting on that interaction. Finally this study reveals that the adjustment of a child with his institutional environment plays a vital role in the development of a good self-concept of the child concern with his/her future success or failure.