A Comparative Study of Self-Concept and Adjustment among Student Teachers at Secondary School level of Haryana."

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Abstract

The present investigation indicates that large majority of the student teachers have average self-concept level.Small number of student teachers have self-concept scores   above the norms, thus their self-concept are poor and they likely to have self-concept deficits.Study also revealed that large majority of the student teachers has average adjustment level. Small numbers of student teachers have adjustment scoresabove the norms, thus their self-concept are poor and they likely to have adjustment deficits. there exists no significance difference between adjustment of male and female student teachers.There exists no significance difference between self-concept of male and female student teachers.There exists a positive relationship between self-concept and adjustment among student teachers. The studies show that the person with high self –concept can adjust in every dimension of his life. Having high self-concept persons are highly emotionally matured, highly achievement oriented and gains in many rewarded area. Adjustment of a man's depending on his self-concept. So, adjustment and self-concept are both affect person's life.

Key Words: Self concept level, Teacher student's relationship.

Introduction

Education has been defined by '*Raymond*' as that process of development in which consists the passage of a human being from infancy to maturity the process where by he gradually adapts himself in various ways to his physical, social and spiritual environment this is a broad concept of education, which indicates that education is synonymous with life or living. Now one of the continuously tries to adjust with different factors of the environment'. This is a broader concept of education which indicates that education is synonymous with life or living. Now one of the main characteristics features of the living organism is that it continuously tries to adjust successfully survive. *Charless Darwin* stressed this idea of adjustment to environment and the term adaptation is thus wider used in biological literature. In biological adaptation plays a prominent role. It is the process by which an organism involves adaptation for in all cases life consists in a continuous adjustment of internal and external relation.

What a person thinks about himself determines his activities and behaviour, pleasurable experiences enhance self-concept while failures lower the self-concept. It is also determined by what significant other say (encouraging or discouraging) about you.

Self-concept is inherently phenomenological, that is, it refers to the person's own view of him- or herself. In fact, one leading scholar in the field (*Wylie*, 1974) has argued that comparisons to external events are not particularly relevant in the assessment of self-concept. Accordingly, self-concept is almost always assessed through self-report.Self-concept is one of the most popular ideas in psychologicalliterature. The *ERIC* database includes over 6000 entries underthe "self-concept" descriptor. Unfortunately, self-concept is alsoan illusive and often poorly defined construct. Reviews ofliterature have found at least15 different "self" terms used byvarious authors (*Strein,* 1993). Terms such as "self-concept," "self- esteem," "self-worth," "self-acceptance," and so on are often used interchangeably and inconsistently, when they may relate to different ideas about how people view themselves. Accordingly, definition is the first consideration in the assessment of self-concept. Although some authors have drawn distinctions between self-concept and self-esteem (*Damon* and Hart 1982), the terms are frequently used interchangeably. Several theoretical models of self-concept exist in the literature e.g. *Harter* (1982) found that self-concept can be broken down into three specific components i.e. cognitive, social and physical competence, and a general self worth factor. Children with a positive self-concept are described as imaginative, confident in their own judgments and abilities, assertive, able to assume leadership roles, less preoccupied with themselves and able to devote more time to others and to external activities. On the other hand, children with a negative self-concept are described as quiet unobtrusive, unoriginal, lacking initiative, withdrawn and doubtful about themselves, Coppersmith (1967) before explaining the meaning of self-concept we must know

what is 'self'. *Cooley (*1902), for the first time presented a most widely accepted definition of self, "that which is designated in common speech by the pronouns of the first person singular, 'I', 'Me', 'Mine' and 'Myself'. To understand a man's behaviour proper understanding of the self is necessary. The commonality which exists in an individual's various role performances is related to his self-concept. Self-concept is an individual's evaluation of his or her own abilities and attributes. It includes all aspects of an individual's personality of). School progress and academic achievement are influenced by self-concept, as is vocational and educational choice. *Rogers* (1951) who is known as phenomenologist has given a most convincing theory of 'self'. According to *Rogers,* self consists of all ideas, perceptions and values that characterize 'I' or 'me'. It includes 'what I am' and 'what I can do'. Like   *Rogers, Snygg* and *Combs* are also 'Phenomenologist'. According to them the behaviuor of a person is the result of how he perceives the situation and himself at the moment of his action. They stated that, "All behavior without exception is completely determined by and pertinent to the phenomenal field of the behaving organism". *Combs* further states, "The self is composed of perceptions concerning the individual and this organization of perceptions in turn has vital and important effects upon the behaviuor of the individual".*.*

The self can be described as an object or as a process. Self as a person refers to a person's attitudes towards his feelings and his perception and evaluation of himself as an object. Self as process deals with an active group of psychologists' processes that govern human behaviour. There are different aspects of self such as perceived self, ideal self, social self, real self, material self and spiritual self.According to *Hussain* (1984), "The self-concept is what an individual believes about himself, the totality of his way of seeing himself". (*Comb, Soper andCourson*, 1963). Children with positive self-concept are described as imaginative, confident, assertive, able to assume leadership roles, less preoccupied with themselves and able to devote more time to others and to external activities. Person with of negative self-concept are said to be quite, unimaginative, unobtrusive, unoriginal, withdrawn, and doubtful about them.

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from *Darwin*. In those days, the concept was purely biological and he used the term adaptation. Insects and germs in comparison to human beings cannot withstand the hazards of changing condition in the environments and as the season changes, they die. Hundreds of species of insects and germs perish as soon as winter begins. Man among the living beings has the highest capacity to adapt a new situation. Man as a social animal not only adapts to physical demanded but he also adjusts to social pressures for which it is apparent to call him a creative human being. Different authorities have tried to define adjustment according to their own ways. Etymologically the concept of adjustment is originally biological as propounded in *Darwin's* theory of natural selection and adaptation. The concept of adaptation was borrowed by

psychologists and named as adjustment. But the psychologists and educationists are more concerned with psychological survival than physical survived. Adjustment is a continuous process of maintaining harmony between the attributes of the individual and the environmental conditions which surround him.

Individual behavior is always goal oriented and these goals can be met in the school environment and in day to day life. To develop the innate power of an individual certain external forces are responsible. The adjustment factors may be one of them which help the individual to become better in his intelligence and self-concept. If the individual will not be adjusted to the society, school environment then his imagination, creative powers and self-concept may tend to be deteriorated. So, adjustment plays an important role in human's life. If a man is not well adjusted in his school climate then his personality development and self-concept is hindered.Educators and psychologists have long been concerned with concept of adjustment. The problem of self-concept and adjustment is inseparably bound up with the nature of human personality.Today the adjustment problems and self-concept problems of students and teachers is a serious concern in education. Therefore, more and more exploratory studies are need and through there by importance factors which influences self-concept and adjustment can be found so, that these problems can be minimized.

Material and Methods

a.Historical method: which provide a method of investigation to discover, describe and interpret what exited in past.

b.Descriptive method: which provide a method of investigation to study, describe and interpret what exists at present.

c.Experimental method: which provide a method of investigation to derive basic relationship among phenomenon under control condition.

Descriptive research is one of the good methods. The types of the descriptive research are:

1   Survey studies

2   Interrelationship studies

3   Development studies

Selection of the sample

All the student teachers studying at secondary school level teachers' training institutions (B.Ed. College) of Haryana State will constitute population of the present study.A sample of 100 student teachers (50 male and 50 female) to be selected through simple random sampling technique selected from teachers' training institutions situated in district Yamuna Nagar will comprise the sample of the present study.

Tools Used

Having selected the sample, next step is to choose suitable tools for the data collection. The investigator used the following tools-

I Mohsin Self-Concept Inventory (1979).

II   Adjustment Inventory by H.S. Asthana (1948).

Data Collection

First the researcher will take the permission from the Principal of the Teachers' Training Institutes to collect the data. Report will be built among the subjects by the researcher. Instructions will be given to subjects as per the directions given in the manual of the tests.

Information given by the subjects will be kept confidential and will only be used for research purpose. Both the tests will be administered one by one. Scoring will be done as per the directions given in the manuals.

Statistical Tecniques Used

The raw data are subjected to analysis on the bases of following statically techniques:-

1.   Karl Pearson's product moment correlation is used for find outthe relationship between self-concept and adjustment.

2.   't' test for determining the significance of difference betweendifferent   groups of student teachers.

Results and discussion

The data were based on a sample of 100 student teachers. The data collected have analyzed through different description and statistical techniques. The Mean and S.D were computed to study the general nature of the sample in relation to the independent variable i.e. self-concept scores and dependent variable i.e. adjustment. 't' test was applied to see the significance of difference between the self-concept and adjustment of male and female student teachers.

The co-efficient of correlation were computed to determine the relationship between variables self-concept and adjustment. Analysis and interpretation is carried out in following sections-

Section-I Deals with perception of student teachers self-concept   and adjustment level.

Perception of student teachers self-concept and level of adjustment

This section deals with the perception of student teachers self-concept and level of adjustment. In order to analysis perception of student teachers with respect to their self-concept and level of adjustment, the scores on self-concept and level of adjustment were compared with the percentile equivalent of the scores as related with degree of perception of the student teachers with respect to their self-concept and level of adjustment are given in Table-4.1-4.4:

TABLE-4.1: Percentile equivalence scores of student teachers on self-concept

CATEGORY	PERCEPTION	RANGES OF SCORE
A	Good	Above 43
B	Average	34 to 43
C	Poor	Below 34

TABLE-4.2: Percentage on self-concept level of student teachers(N=100)

CATEGORY	NO. OF STUDENTS	PERCENTAGE
High	18	18%
Average	62	62%
Low	18	18%

It is evident from the above Table-4.2 that the number of student teacher falling in high category comes out to be 18. Which is consists of 18% of total student teachers. A number of teachers falling in average category comes out to be 62, which is 62%. A few number of teachers falling in the low category comes out to be 18 which represent the 18% of the student teachers. Hence, the number of student teachers self-concept of 80% comes out to be having average and above average student teachers self-concept.

In order to analysis perception of student teachers with respect to their, adjustment scores were compared with the percentile equivalent of the scores as related with degree of perception of the student teachers with respect to their level of adjustment is given in Table-4.3, 4.4:

TABLE-4.3: Percentile eqivalence scores of student teachers on adjustment level

CATEGORY	DESCRIPTION	RANGES OF SCORE
A	Good	Above 19
B	Average	11 to 19
C	Poor	Below 11

TABLE-4.4: Percentage on adjustment level of student teachers (N=100)

CATEGORY	NO. OF STUDENTS	PERCENTAGE
High	24	24%
Average	56	56%
Low	20	20%

It is evident from the above Table-4.4 that the number of student teachers falling in high category comes out to be 24. Which is consists of 24% of the total student teachers. A number of teachers falling in average category comes out to be 56, which is 56%. A few numbers of teachers falling in the low category comes out to be 20 which represent the 20% of the student teachers. Hence, the number of student teachers adjustment of 80% comes out to be having average and above average student teachers adjustment.

Section-II Deals with difference between male and female studentteachers self-concept and adjustment.

This section deals with the study of difference in self-concept and adjustment of male and female student teachers (B.Ed. students).

TABLE-4.5: Difference in self-concept of male and female student teachers

CATEGORY	N	MEAN	S.D.	S.Ed.	' t ' ratio
MALE	50	38.6	27.76	4.805	0.312
FEMALE	50	37.1	19.59		

df =98, level of significance at 0.05=1.96, at 0.01=2.58

It can be observed from the above Table 4.5 as above that the mean scores of male and female student teachers on self-concept comes out to be 38.60, 37.10 with standard deviations of 27.76 and 19.59 respectively. The significance of difference between mean scores comes out to 0.312 which is not significant at 0.01 and 0.05 level of significance. It means that there is no significance difference in the mean scores of male and female student teachers towards self-concept. Hence, it may be concluded that the both male and female student teachers are having no difference on self-concept.

Therefore, the null hypothesis that there exist significant differences between self-concept of male and female student teachers at secondary school level is rejected.The results of significance of difference between mean self-concept scores of male and female student teachers are shown below.

TABLE-4.6: Difference in adjustment of male and femalestudent teachers

CATEGORY	N	MEAN	S.D.	S.Ed.	't'-ratio
MALE	50	16.1	19.57	3.657	0.082
FEMALE	50	15.8	16.7		

df =98, level of significance at 0.05=1.96, at 0.01=2.58

It can be observed from the above Table 4.6 as above that the mean scores of male and female student teachers on adjustment comes out to be 16.1, 15.8. with standard deviations of 19.57 and

16.7 respectively. The significance of difference between mean scores comes out to 0.082 which is not significant at 0.01 and 0.05 level of significance. It means that there is no significance difference in the mean scores of male and female student teachers towards adjustment. Hence, it may be concluded that the both male and female student teachers are having no difference on adjustment.

Therefore, the null hypothesis that there exist significant differences between adjustment of male and female student teachers at secondary school level is rejected. The results of significance of difference between mean adjustment scores of male and female student teachers are shown below.

Section-III Study of correlation between self-concept and adjustmentof student teachers.

CORRELATION

This section deals with the study of correlation between self-concept and adjustment of male and female student teachers.

TABLE-4.7:Relationship between self-concept and adjustmentof male and female student teachers (N=100)

Variables	'r'	Level of Significance
Self-Concept	0.3421	Significant
Adjustment		

df = 98, level of confidence at 0.05=0.195,at 0.01=0.254

Table 4.7 shows that the product moment co-efficient of correlation of student teachers between self-concept and adjustment. The value is 0.3421, which is higher than table value of 'r'. The table value of 'r' for df = 98 is 0.195 at 0.05 level of confidence. Thus, the result indicates that there is significant positive relationship between self-concept and adjustment of male and female students.

Therefore, the null hypothesis (Ho) (no3) that there is a positive relationship between self-concept and adjustment of male and female student teachers at secondary school level is accepted.

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