

Relationship between Social Adjustment and Self Concept of Secondary Students of Kerala, India

Dr. Mariamma Mathew

Associate Professor

Peet Memorial Training College Mavelikkara

Corresponding Author: Dr. Mariamma Mathew

ABSTRACT

The present study intends to find out the relationship between social adjustment and self concept of students at secondary level. The study was conducted on a sample of 100 secondary level school students of Kollam district, Kerala through stratified random sampling technique. The tools used for the study were Social adjustment scale and self concept scale. The collected data was analysed using appropriate statistical techniques. The findings of the study revealed that there existed no correlation between social adjustment and self concept of students at secondary level. There existed significant difference between boys and girls in their social adjustment at secondary level. There existed no significant difference between boys and girls in their self concept at secondary level

KEY WORDS: *Social adjustment, self concept, secondary level*

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I. INTRODUCTION

The success of an individual depends upon the strategy he evolves to interact with other people. Education helps people to adjust and to adapt themselves to their needs and demands of the society. The ultimate aim of education is to bring about acceptable line of thinking and responsible response to the society. The school and home act as agencies to mould the behaviour and guide the child to right direction. An individual is not born adjusted or maladjusted. The environment is the dominant factor to impoverish his physical, mental or emotional potentialities. At this stage he finds himself as adjusted or maladjusted in the society. Social adjustment measures the factors related to social relationship, social status, leadership qualities and so on of an individual. The adolescent's self concept is related to their mental health, to their interpersonal competence in social relationships and their progress in academic and co-curricular activities. (Hurlock, 1974). The self concept is a highly complex component of behaviour, composed of both cognitive and affective dimensions and has many implications. Self concept is the totality of attitudes, judgments and values of an individual's line of thinking. Self concept is learned by individual inference from unique experiences. The individual's perception of feelings of others towards him strongly influences his self image. In turn, self concept may prove most powerful motivation for specific behaviour, as the type of behavior depends upon what one feels of his capability appropriate to his need. (Sahrawat, Boora & Singh, 2016). Low level of self concept shall lead him to perceive attitudes and disturbed mental balance even on negligible criticism or rebuke. Adolescents with poor self concepts are more often rejected by other people. Successful students feel a sense of personal satisfaction and a sense of accomplishment and esteem. In a nutshell, the higher the grade of self concept, the more the chances of student reaching a higher level of self concept.

II. NEED AND SIGNIFICANCE OF THE STUDY

Adolescence is a crucial period in the life of an individual as he is exposed to new arena of playing. The curiosity generated on each aspect of adolescent stage takes the students to a new stretch of new experiences. Psychologically and physically adolescence is the age when the individual becomes integrated into the society of adults. Since the adolescence is the gateway to adulthood the child may find difficulty in adjustments. He is in a new world, he finds new realities and is elevated to manhood. This is the time when an individual undergoes tremendous changes physically, emotionally and psychologically. The adjustment problems of students play an important role in their total development. Such problem can have adverse effect upon learning and behaviour of a child, if the teachers and elders do not educate him on the particular stage of human life. The new realization shall lead him to lot of hallucinations and frustrations. The physical changes in him shall render him with a sense of satisfaction and achievement. The maladjustment at school level shall lead to perversion and juvenile delinquency. The personality of the students as reflected in their adjustment is an

important concern of the educator. The ability to adjust to the demands of family and classroom living depends upon the individuals capacity to tolerate frustration and his ability to be moderate in joyous occasions. Hameed and Thahira (2010) examined emotional maturity and social adjustment of student teachers and the results indicated that male student teachers were more emotionally matured and socially adjusted than female student teachers. Self concept refers to individual perception or view of himself. It refers to those perceptions, beliefs, feelings, attitudes and values which are individual's perception of his abilities and his status and roles in the outer world. This concept is influenced by one's physical appearance, and, by abilities and dispositions, values, beliefs and sense of accomplishments. People with good self concept tend to be more acceptable to others. People with positive self images will be more willing to accept criticism and suggestions (Levanway, R.W, 1955). The study conducted by Manju & Nisha (2012) revealed that male and female students are not having significant differences in their self concept, and significant difference in their style of adjustment. It can be seen that male students have higher level of adjustment than female students. It is relevant to note that secondary students vary significantly in their social adjustment and self concept.

STATEMENT OF THE PROBLEM

The problem for the present investigation has been stated as ' Relationship between social adjustment and self concept of students at secondary level'

DEFINITIONS OF KEY TERMS

Social adjustment

Social adjustment means adaptation of the person to the social environment. Adjustment may take place by adapting the self to the environment or by changing the environment (Campbell, Psychiatric Dictionary, 1996)

In the present study social adjustment means the sum total of child's efforts to cope up with requirements and demands of society to be an integral part of it

Self concept

Self concept means 'the individual's belief about himself or herself including the person's attributes and who and what the self is' (Baumeister, 1999)

In this study self concept refers to individual's perceptions, beliefs, feelings, attitudes and values towards the outer world.

Secondary level

Secondary level refers to the students who are studying in VIII, IX, X standards ranging from the age group of thirteen to fifteen years. Only ninth standard students were selected for this study.

OBJECTIVES OF THE STUDY

1. To study the relation between social adjustment and self concept of secondary school students for the total sample.
2. To find out whether there exists any significant difference in the mean scores of social adjustment of secondary students with respect to gender.
3. To find out whether there exists any significant difference in the mean scores of self concept of secondary students with respect to gender.

HYPOTHESES OF THE STUDY

1. There exists a significant correlation between social adjustment and self concept of secondary school students for the total sample.
2. There exists a significant difference in social adjustment of secondary students with respect to gender.
3. There exists a significant difference in self concept of secondary students with respect to gender.

III. METHODOLOGY

Normative survey method was adopted for the study. The sample consisted of 80 secondary students from Kollam district of Kerala. Stratified random sampling technique was followed to collect the data. The tools used for the study were: Social Adjustment scale (borrowed from Dr. Sujith, A.V. & Ajith, S. 2015) and self concept scale (borrowed from Dr. Bindu, S. & Biju, Y.J., 2010). Statistical techniques used to analyse the data collected are Mean, Standard Deviation, t test and Karl Pearson Product Moment of Coefficient of Correlation.

ANALYSIS AND INTERPRETATION OF DATA

The details of analyses are summarized in the tables below

Table 1-Coefficient of correlation between social adjustment and self concept of students at secondary level

Variables correlated	N	r	Significance of r
Social adjustment and self concept	80	0.153	Not significant

Table 1 show that r value 0.153 is smaller than table value 0.283 at 0.05 level which means that there is no significant relationship between social adjustment and self concept among secondary school students.

Table 2-Test of significance of difference in the mean scores of Social adjustment of secondary students classified on the basis of gender

Groups	N	Mean	SD	t value
Boys	40	75.62	8.84	4.26
Girls	40	87.32	5.95	

Table 2 shows that the difference between the mean scores of boys and girls in social adjustment is significant at 0.05 level, since the calculated t value 4.26 is greater than the table value 1.99. It is concluded that there is significant difference in social adjustment between boys and girls at secondary schools.

Table 3-Test of significance of difference in the mean scores of Self concept of secondary students classified on the basis of gender

Groups	N	Mean	SD	t value
Boys	40	83.63	8.33	0.025
Girls	40	90.05	10.73	

Table 3 show that the difference between the mean scores of boys and girls in self concept is not significant at 0.05 level, since the calculated t value 0.025 is less than the table value 1.99. It is concluded that no significant difference exists in self concept between boys and girls at secondary schools.

IV. FINDINGS OF THE STUDY

1. The study reveals that there existed no significant correlation between social adjustment and self concept students at secondary level.
2. There existed significant difference between boys and girls in their social adjustment at secondary level.
3. There existed no significant difference between boys and girls in their self concept at secondary level.

V. IMPLICATIONS

Teachers have a great role in shaping the adolescents to a complete person with all adjustments, socially, personal, emotional and the like. Curriculum should be framed and transacted in the class by supplementing it with values, social issues and experiences of teachers how they handled certain grave situations effectively. A good network of relationships among members of the class can be maintained and healthy discussions can be carried out. Also suggestions to overcome the difficulties they face at this period can be discussed and appropriate solutions can be framed. This will lead to healthy and emotionally fit personalities who can become useful members of the society.

VI. CONCLUSION

In the light of the study it is inferred that students in their adolescents stage are prone to have better relation with the peer group and society with high level of rapport with self and others. The degree of difference in this area of personality amongst boys and girls is meagre. As a teacher this phenomena may not be seen at all times at all places. The situation could be suitably managed by a most observant teacher by adapting himself to the unforeseen situation by his own efficiency, personality and sense of observation.

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