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RESEARCH ARTICLE

A STUDY ON SELF CONCEPT OF HIGHER SECONDARY STUDENTS IN RELATION TO SOCIAL ADJUSTMENT

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ABSTRACT

The study examines the relationship between the social adjustment and self concept of the higher secondary school students. This study correlates certain demographic variables in respect of social adjustment and self concept. Constructed by normative survey method using a random sample of 100 higher secondary students studying in Ariyalur district was selected. Social Adjustment inventory standardized and self-concept inventory standardized. The level of social adjustment among the higher secondary school student is high. The level of self concept among the higher secondary school students is unstable. There is negligible correlation among the higher secondary school student social adjustment and self concept.

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INTRODUCTION

Adjustment is a popular expression used by people in day to day life. For example, while traveling in a bus or a train, we often hear or use this term. Even when a guest comes to stay with us for a few days the researcher have to adjust with him/her in our house, though sometimes the researcher face problems in making those adjustment they are important to maintains personal as well as social peace and harmony. This adjustment maintains peace and harmony in home, school society and in the country.

Meaning of Social Adjustment

Adaptation of the person to the social environment. Adjustment may take place by adapting the self to the environment or by changing the environment. Those types of relationships which involve the accommodation of the individual to circumstances in his social environment for the satisfaction of his needs or motives. Coleman (1960) states that the process by which an organism attempts to meet the demands placed upon it by its own nature and by its environment are called adjustment.

Self- Concept

The self concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself. Self concept has been defined as the individual's Way of looking at himself. It also signifies his way of thinking, feeling and behaving (Saraswat and Gaur, 1981). Self-concept is one the dominant factors of personality. It means how one

thinks or feels about oneself and one's evaluation of one, own abilities and attributes. Students with a positive self-concept tend to be confident and assertive in their judgments and abilities. Students with a negative self-concept are described as quiet, unoriginal, lacking in initiative, withdrawn and so on (Copper smith, (1967).

Review of related literature

Moller, Jens and Pohlmann, Britta (2010), have conducted two field studies and one experimental study. In all three studies, achievement differences between above average and average students were identical to those between average and below average students. However, self-concept differences between above average and average achieving students were greater than those identified between average and below average students. The revealed that the self-enhancement and self-protection processes lead above average students to develop self-concepts that are more distinct from average students' self-concepts than those of below average students' self-concepts. Egbochuku, E. O. and Aihie, N. O. (2009) have investigated on the influence of peer group counseling and school influence on the self-concept of adolescents' in Nigerian secondary schools. Results of the statistical analysis of data indicated that peer group counseling had a significant positive effect on the self-concept of the participants (t-value of 6.58 is greater than the critical t-value of 1.96, df, (66). Similarly, school type was found to have a significant effect on the self-concept of adolescents--girls in the single-sex school had significantly higher self-concept than girls in the co-educational school. (F-value of 5.024 with df (3, 52). A significant interactive effect on self-concept was found

between the treatment and school type. This interaction was ordinal and did not qualify the main effects.

Judith and Hallam, Susan (2009) have explored measures of general self-concept, academic self-concept, and achievement from over 1600 students aged 14-15 years and again two years later. Students' academic self-concept, but not their general self-concept, was related to the extent of ability grouping in the school attended. Subject-specific facets of academic self-concept were not related to the number of years of ability grouping students had experienced in English, mathematics and science; however, they were related to students' position in the grouping hierarchy, with students in high-ability groups having significantly higher self-concepts in all three subjects than students in low-ability groups. Students' intentions to learn in future were more strongly affected by self-concept than by achievement. Ron Nelson Kathleen *et al.*, (2011) in this study of a best-evidence synthesis of the collateral effect of literacy instruction on the social adjustment of students are reported. The goal of the synthesis was to extend the work of Wanzek, Vaughn, Kim, and Cavanaugh (2006) by (a) reviewing treatment-outcomes conducted using group design methodology; (b) focusing on a more defined set of outcome measures; and (c) analyzing outcomes using average effect size estimates as a common metric. Results of the review suggest that effective literacy instruction does not appear to have a collateral effect on the social adjustment of children. Lee *et al.*, (2009) in their study entitled "Gender Differences in International Students Adjustment". As gender roles in the society are being rapidly redefined, female students today are showing outstanding academic prowess and pursuing higher education. The current study recruited Korean international students (n = 76) enrolled in universities in the US and examined gender differences in academic adjustment. The findings of the current study suggested that female "alpha psychology" might apply to international students' adjustment. Korean female students showed a higher level of adjustment than males. English proficiency was a positive predictor of adjustment. The number of Korean students in the same major was significantly and positively related to male international students' adjustment but not significantly related to female students' adjustment.

Goodfellow and Nowicki (2009) in the study on "Social Adjustment, Academic Adjustment and the Ability to Identify Emotion in Facial Expressions of 7-Year-Old Children". The authors aimed to examine the possible association between (a) accurately reading emotion in facial expressions and (b) social and academic competence among elementary school-aged children. Participants were 840, 7-year-old children who completed a test of the ability to read emotion in facial expressions. Teachers rated children's social and academic behavior using behavioral rating scales. The authors found that children who had more difficulty identifying emotion in faces also were more likely to have more problems overall and, more specifically, with peer relationships among boys and with learning difficulties among girls. Findings suggest that nonverbal receptive skill plays a significant role in children's social and academic adjustment.

Objective of the study

1. To study the social adjustment of the following higher secondary school Student.

2. To study the self concept of the following higher secondary school student.
3. If there is any significant difference in the self concept among higher secondary school students with respect to their
 1. Gender
 2. Locality
 3. Type of Family
4. Whether there is any significant difference in the social adjustment among the higher secondary school students with respect to their.
 1. Gender
 2. Locality
 3. Type of Family
5. To find the Relationship between social adjustment and self concept among higher secondary school students.

Hypotheses of the study

1. The social adjustment of the higher secondary school students is high.
2. The self concept of the higher secondary school students is high.
3. There is significant difference between social adjustment of higher secondary school students with respect to their.
 1. Gender
 2. Locality
 3. Type of Family
4. There is any significant difference in the social adjustment among the higher secondary school students with respect to their.
 1. Gender
 2. Locality
 3. Type of Family
5. There is significant relationship between social adjustment and self concept among higher secondary school students.

Sample

As many as 100 higher secondary school students in Ariyalur dist in Tamil Nadu has been chosen with the help of stratified random sampling technique as sample for the present study.

Tools

1. Social adjustment inventory by Romapal-1985
2. Self concept inventory by Mohsin-1979

Method of study

The present study aims at finding out the self concept and social adjustment of higher secondary school students. The normative survey method has been used in the study.

Social Adjustment Scale

The scale consists of 60 statements. Each statement is set 30 emotional adjustments, 30 Social Adjustment.

Score

The scoring system of the inventory is very simple. Each item has two response yes or no. For the subjects' response of yes, score of 2 should be given and in case of no response 1 score.

Statistical technical used

The statistical techniques such as mean, standard deviation’ test ‘F’ ratio.

Descriptive analysis

Table 1. Total mean and ad of social adjustment among the higher secondary students

Variable	N	Mean	SD
Social Adjustment	100	54.21	3.81

It could be observed from the table -1 that mean and standard deviation score of the social adjustment among higher secondary school students is found to be 54.21 and 3.81 respectively. It is concluded that social adjustment of higher secondary school students is high. The hypothesis no.1 is accepted.

Table 2. Total mean and standard deviation of self concept among the higher secondary students

Variable	N	Mean	SD
Self- concept	100	22.07	3.46

It could be observed from the table- 2 that mean and standard deviation score of the self concept among higher secondary school students is found to be 22.07 and 3.46 respectively. It denotes that level of self concept among higher secondary school students is unstable. The hypothesis no.2 is rejected.

Table 3. Social adjustment of higher secondary student’s male and female students

Variables	Sub-Samples	N	Mean	S.D	‘t’ value	Level of significance
Social adjustment	Male	47	54.21	3.81	0.14	Not Significance at 0.05
	Female	53	54.05	6.30		

The table -3 suggests that the male and female higher secondary school students differ significantly in their level of social adjustment. Therefore, the hypothesis no.3a is rejected.

Table 4. Social adjustment of urban and rural school students

Variables	Sub-Samples	N	Mean	S.D	‘t’ value	Level of significance
Social adjustment	Urban	39	55.35	6.11	1.89	Not Significance
	Rural	61	53.34	4.51		

The table 4 suggests that the urban and rural higher secondary school students do not differ significantly in their level of social adjustment. Therefore, the hypothesis no.4c is rejected.

Table 5. Self concept of male and female school students

Variable	Sub-samples	N	Mean	S.D	‘t’Value	Level of Significance
Self concept	Male	47	21.57	3.46	0.74	Not Significance at 0.05
	Female	53	21.57	3.29		

The table-5 suggests that the male and female higher secondary school students differ significantly. In their level of self concept .Therefore the hypothesis no.5 is rejected.

Table 6. Self concept higher secondary school urban and rural students

Variable	Sub-samples	N	Mean	S.D	‘t’Value	Level of significance
Self concept	Urban	39	22.23	03.14	0.92	Not Significance
	Rural	61	21.59	03.50		

The table-6 suggests that the urban and rural higher secondary school students do not significantly in their level of self concept. Therefore the hypothesis no.4c is rejected.

Table 7. Relationship between social adjustment and Self concept of higher secondary students

Variables	N	‘r’ Value	Level of significance
Social Adjustment Self Concept	100	0.135	Not Significant

The above table-7 reveal there is negligible significant relationship exists between social Adjustment and self concept of higher secondary hence the hypothesis is rejected.

FINDINGS

1. The level of social adjustment of higher secondary school student is high.
2. The level of self concept among higher secondary school student is unstable.
3. The higher secondary school student male and female students differ significantly in their level of social adjustment.
4. The rural and urban school students do not differ significantly in their level of social adjustment.
5. The higher secondary school student male and female students differ significantly in their level of self concept.
6. The rural and urban school students do not differ significantly in their level of self concept.
7. There is a negligible relationship exists among the higher secondary school students social adjustment and self concept.

Conclusion

Social adjustment among higher secondary school students is highly favorable and self concept of the higher secondary school students is unstable. Further there is no significant relationship exists among the higher secondary school student’s social adjustment and self concept.

Educational implications

Ideally social adjustment is based on appropriate expectations for each child based on age and stage of development. Though there are a variety of ways in which children may be adjustment. There are some guidelines that all parents should follow:

- Self concept must be appropriate to age, while reasoning and verbal explanations may be appropriate for the older child, children younger than 18 months are typically unable to comprehend the reasons for punishment.
- Parents should demonstrate a unified front when it comes to discipline. If parents exhibit opposing approach children learn to exploit these differences.
- Rules should be few but simple. Punishment should be a logical or natural consequence of the misbehavior.
- Though consistency is important parents should remember that it is sometimes appropriate to be flexible and allow for some negotiation, especially with older children.

Social techniques that are more effective take place in the context of loving and secure relationship between parent and child. Parent's response to a child's behavior whether approving or disapproving are likely to have a greater effect in a secure, loving environment because children long for their parent's approval. As children respond to this positive relationship and consistent discipline, the need for negative interaction decreases. An effective discipline system must contain three vital elements.

- A learning social adjustment characterized by positive supportive parent-child relationships.
- A strategy for systematic teaching and strengthening of desired behavior.

Each of these components needs to be functioning adequately for discipline to result in improved child behavior.

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