



A study of self-concept of 8th grade students in relation to adjustment

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Abstract

This study examined the relationship between self-concept and adjustment of 8th grade students of a school in Khanpur Kalan, Sonapat. The sample was taken by 100 students, using a random sampling technique. The tools used for the data collection are the Self-concept Rating Scale standardised by Dr. Pratibha Deo, 2011 and Adjustment Inventory for School Students (AISS) standardised by Prof. A.K.P. Sinha (Patna), 2007. Data was analyzed by using appropriate statistical techniques i.e. Mean, Standard Deviation and Karl Pearson Product Moment Coefficient of Correlation. The findings of the study revealed that weak correlation but positive correlation was found between Self-concept and Adjustment of students.

Keywords: self-concept, adjustment, 8th grade school students

Introduction

Though the word adjustment is not new, it has many meanings, packed into it Herbert Spencer introduced the term into scientific parlance in his book "Principals of Biology" in 1864. Life, he defined, is the continuous adjustment of the individual to the external relations. This lent itself to the suggestion that life always is modified to fit external circumstances and ignores the essence of civilization, which is modification of the external world to suit man's internal needs and desires. The concept of adjust means adaptations to physical environment as well as social demand no human can live apart from his physical environment. There is action and reaction chain going on between the individual and his environment then there are social pressures and demands of socialization. To this may be added the individual's personal demands such as the satisfaction of physiological needs. All these complex functions of the person demand adjustment. Adjustment is the main component part of human life living is a process of adjustment and it is process of unique importance in human life. It is a satisfactory and harmonies relationship of an organism to its environment. You are aware that a person passes through various stages of growth and development before he reaches adulthood invariably. At every stage of one's life, the person tries hard to fulfill his/her biological, psychological and social needs and gears herself/herself effectively to meet the existing demands of the society. Biogenic needs such as hunger, thirst, temped; rest and sleep are conditioned in the organism of an individual right from infancy as appropriate to the culture and geographical conditions in which he lives.

Self-Concept

Self-concept is mainly related to oneself, how we understand and present ourselves. According to Hurlock, self-concept is the composition of the picture of self-perception, that perception it is belief, feelings, and attitudes

about the values that are recognized by the individual as his traits. Hurlock explains that the composition of self-concept is formed from a variety of experiences in stages, the meaning that the composition is formed from experience since childhood as a basic element. Experiences are gained both in schools and outside schools; therefore, one thing is pretty clear that our self-concept is developing during our interactions in the classroom as well. Holistic development of children may bring better results in life. Self-concept is part of development and growth. Study by Bruno conducted a study and found that there is a high influence of social and academic self-concept on school adjustment. Therefore, the two variables adjustment and self-concept are highly related when it comes to students and their lives.

Justification of the Study

Self-concept is important in the life of a person as it is a reflection of an individual's perception and understanding of himself as regarding his capacity, physique and relationship with others. In a classroom all aspects of life are taken together to function better. So this study focused on adjustment and self-concept of school students. Keeping the situation of Covid-19 in mind, this condition has led to the closing of schools and keeping everything online. Online education and lockdown has brought changes in the life of every individual. When changes occur in the surroundings it clearly impacts our lives as well. Therefore, it is necessary to study the related dimensions of the lives of students. Self-concept and adjustment are related to each other and are part of students' lives. Mathew M. (2020) [12], conducted a study to find relation between social adjustment and self-concept. The study was conducted prior or before Covid-19 first wave. This study found no correlation between the two variables, but after almost a year and half of covid-19 changes occurred.

Objectives of the study

- To study the level of Self-concept of 8th grade students.
- To study the level of adjustment of 8th grade students.
- To find the relationship between self-concept and adjustment among 8th grade students.

Hypothesis

There is no significant relationship between self-concept and adjustment among 8th grade students of secondary students.

Methodology and Sample

Descriptive survey method was used for data collection.

Sample

The sample was selected 100 students of 8th grade, taken from Kanya Govt. Senior Secondary School Khanpur Kalan, Sonapat.

Tools Used

In this study there are two standardized tools used

Adjustment Inventory for School Students (AISS) by Prof. A.K.P. Sinha Patna (2007)

Self-concept Rating Scale by Dr. Pratibha Deo (2011)

Result and Discussion

Table 1: Study of Mean scores and SD of 8th grade students

Variable	Mean	SD	Level of significance
Self-Concept	198.55	33.22	At 0.05 level of significance
Adjustment	118.99	8.74	

Interpretation

Mean scores of Self-concept & adjustment is 198.55 respectively. SD of Self-concept is 33.22 & 8.74 of adjustment of 8th grade students.

Table 2: To study the relationship of self-concept and adjustment of 8th class students.

Variable	Mean	S.D.	R- value	Level of significance
Self-concept	198.55	33.22	0.276	At 0.05 level of significance
Adjustment	118.99	8.74		

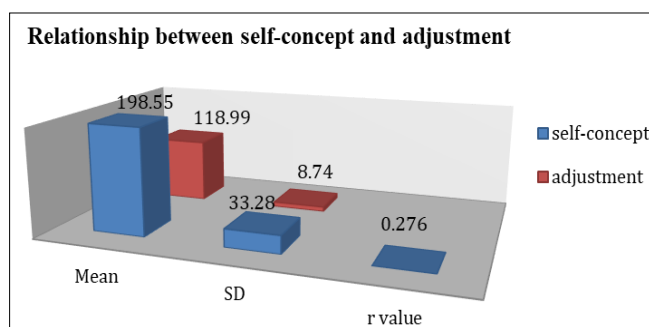


Fig 1

Interpretation

Table and fig 1 present the relationship between self-concept and adjustment of 8th class students. The calculated mean of self-concept and adjustment is 198.55 & 118.99 respectively. SD of self-concept is 33.22 & adjustment is 8.74. It shows that Mean score and SD of self concept are higher than adjustment of 8 class students. The correlation

between self-concept and adjustment is calculated by Pearson correlation 'r' method. The value of 'r' is found 0.276. It means that there is weak but positive correlation was found between self-concept and adjustment. Also this value of 'r' is found to be not significant at 0.05 level of significance. So the null hypothesis "There is no significant relationship between self-concept and adjustment among 8th grade students of secondary students" is retained. Thus there exist no significant relationship between self-concept and adjustment of 8th class students. This study support by Mathew M 2020 [12], has found that ere is no significant correlation between social adjustment and self-concept of students at secondary level.

Conclusion and Discussion

After analysing the data it was found that there is weak but positive correlation was found between both variables. This mean scores and SD of self-concept are found higher than the adjustment. It is concluded that if a child having clear self-concept, his/her adjustment rate in school is also high.

Delimitations of the Study

- The present study will be delimited on 100 8th grade students only.
- The present study will be delimited to KGSSS Kanpur Kalan only only.
- This study was delimited to gender only.

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