Research Paper- Education

Correlation Between Self-Concept and Adjustment with its Dimensions Among Adolescent Girls of Rural and Urban P U Colleges

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A B S T R A C T

The present study was conducted to study correlation between Adjustment and self concept of adolescent girls of PU colleges in Davanagere district. The data were collected from 300 Urban and 300 Rural PUC girl students from PU colleges, Who were studying in II PUC (age 12-18). They were selected by using random sampling technique. The descriptive survey method was used in the present study the date collected by using adjustment check list prepared by the investigator. 2) self concept scale standardized by Rajakumar saraswat was used. The study reported that the adjustment of urban PU girl students have significant higher scores compared to adolescent girls of rural PU colleges and also a siginificant and positive correlation was observed between self concept, adjustment and its dimension scores of adolescent girls of rural and urban PU collages.

Introduction:

self-concept and adjustments are two important psychological variables influencing the personality of individuals. These have effects mainly on adolescent girls and boys. The term self concept refers to the individuals perception, or view of himself and refers to those perceptions, beliefs, feelings, attitudes and values which the involves perception of his abilities and his status and roles in the outer world. Adolescence is the period of transition in which individuals begin to ascertain who they are.

Need of the Study

The period of adolescence is extremely Important in the life of the individual because at this stage "one moves from childhood to stage of maturity" when the individual takes active part in life.

If we analyse the term adolescence "we find that its Latin Root is 'Adolescere' which means to 'grow up'. According to J. A. Hadfield "adolescence means growing up and strictly speaking should apply to a child from birth to maturity". Why then we use it for this teenage period alone? because when we speak of the adolescent as 'growing up' we mean that the youth is leaving behind the phase of protective childhood and becoming independent, capable of going out to find for himself(8).

W.H.O:

defines adolescence both in terms of age and in terms of a phase of life marked by special attributes, these attributes include

- rapid physical growth and development
- Physical, Social and psychological maturity, but not all at the same time.

- Sexual maturity and the onset of sexual puberty.
- Experimentation
- Development of adult mental process and adult identity.
- In adolescence period these changes and needs creates many problems like
- Adjustment in home
- Adjustment in school
- Adjustment in society
- Emotional adjustment

These are all dimensions of adjustment

According to Carter V Good "Adjustment in the process of Findings and adopting models of behavior suitable to the environment or the change in the environment". Life is a process of progressive adjustment and children should be stimulated to do their best, healthy interests, sound attitudes and a balanced hierarchy of values will enable the young pupil for proper self-understanding and their together with self-concept will give the way of health and happiness.

If adjustment is not in proper order it leads to development of mal adjustment self-concept plays an Important role in social perception the process by which we form Impression of others, self-concept seems to play a significant role in growth and development of a child's personality development.

Self-Concept:

According to Baumeister (1999) "The individuals belief about himself or herself including the persons attributes and who and what the self is".

Hence this study is undertaken to find the role of self-concept and adjustment among adolescent girls.


Objectives of the Study

1. Finding the relationship between total adjustment and self-concept of adolescent girl students of P.U. colleges.
2. Finding the relationship between dimensions of adjustment i.e., home adjustment and self-concept of adolescent girls.
3. Finding the relationship between educational adjustment and self concept of adolescent girls.
4. Finding the relationship between emotional adjustment and self concept of adolescent girls.
5. Finding the relationship between emotional adjustment and self concept of adolescent girls.
6. To find out the difference between adolescent students of rural and urban P.U. colleges with respect to adjustment scores.
7. To find out the difference between adolescent student of rural and urban P.U. colleges with respect to self concept scores.

Hypotheses:-

1. There is no significant relationship between total adjustment and self concept scores of adolescent girl student of P.U.Colleges.
2. There is no significant relationship between have adjustment and self-concept of P.U. college adolescent girls.
3. There is no significant relationship between educational adjustment and self-concept of adolescent girl students of P.U. colleges.
4. There is no significant relationship between social adjustment and self-concept of adolescent girl students of P.U. colleges.
5. There is no significant relationship between emotional adjustment and self concept of adolescent girl students of p. u. colleges.
6. There is no significant difference between adolescent girl students of rural and urban PU colleges with respect to adjustment scores.
7. There is no significant difference between adolescent girl students of rural and urban PU colleges with respect to self-concept scores.

Design of the Study

In the present study the descriptive survey method was used

students (600) → Rural (300), Urban (300)
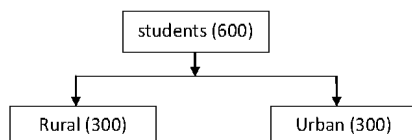
Sampling Design

Variables Considered in the Study

a) Moderate variable – Location (Rural and urban)

b) Study variable – self-concept, Adjustment and its dimensions such as

- Home Adjustment
- Education Adjustment
- Social Adjustment
- Emotional Adjustment

Tools for data Collection:-

The Tools used to measure the Adjustment level and self concept of the students

Self-Concept Inventory:-

Self-concept scale has 48 statement In this study Researcher has used standardized Inventory developed by Dr. R. Saraswath. It has 48 statement below each statements are given 5 responses like A B C D E. These Responses has the scores like A=5, B=4, C=3, D=2 and E=1. Respectively and correct Answer was selected marking by (P) sign of each statement.

2. Adjustment Inventory

The Researcher used self-prepared and standardized adjustment inventory for collection of adjustment data from rural and urban P.U. colleges Adjustment inventory has 4 dimensions like

- Home Adjustment – 25 Questions
- Education Adjustment – 25 Questions
- Social Adjustment – 25 Questions
- Emotional Adjustment – 25 Questions

From these 4 Dimensions Researcher selected total 100 Questions and these questions have the yes or NO type answers each correct answer has the '1' mark and wrong answer has '0' marks. At the end of evaluation Researcher counts the total marks of every dimension and also find the total sum of the whole questions, high scores Indicates- high level of adjustment and low scores indicates- Low level of Adjustment.

Statistical Techniques Used:-

1) Independent 't' test
2) One-way ANOVA followed by Tukeys multiple posthoc procedure.
3) Karl Persons correlation co efficient method

Analysis and Interpretation of Data:

Hypothesis – 1:

"There is no significant relation between total adjustment and self-concept of adolescent girl students of P.U. colleges. To achieve this hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

Interpretation: from results of above table can be seen that, A significant and positive correction was observed between self-concept and adjustment scores of adolescent PU students. r=0.9251, p>0.05 at

Table – 1: "Results of correlation coefficient between adjustment and self-concept of girl students of P.U. Colleges

Variable	Correlation coefficient between self-concept and adjustment scores of girls students of P U colleges.					
	N	df	r-value	T-Value	p-Value	Significant
Total adjustment	600	598	0.9251	59.5966	0.0001	yes

significance level of 5 percent. Therefore the null hypothesis (H0) is rejected and alternative hypotheses (HA) is accepted. That means the self concept and adjustment scores are dependent on each other. In another words the adjustment scores increases or decreases with increase or decrease in self concept scores of adolescent girl students of PU colleges.

Hypothesis - 2 : "There is no significant relationship between Home adjustment dimension and self-concept scores of adolescent girl students of P.U. colleges".
To achieve this hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

Table -2: "Results of correlation coefficient between Home adjustment and self concept.

Variable	Correlation coefficient between self concept and Home adjustment of girl students.					
	N	df	r-value	T-Value	p-Value	Significant
Home adjustment	600	598	0.6768	22.4845	0.0001	S

Interpretation:
From the results the above table it can be seen that a siginificant and positive correlation was observed between self-concept and home adjustment scores of students of PU colleges r=0.6768, p-0.05 at significance level of 5 percent. Therefore null hypothesis (H0) is rejected and alternative hypothesis (HA) is accepted. It means self-concept and home adjustment scores of adolescent girls are dependent on each other. In another words the home adjustment scores increases or decreases with increase or decrease in self concept scores of adolescent girl students of P U colleges.

Hypothesis - 3: "There is no relationship between educational adjustment and self concept of adolescent girl students of p u colleges.
To test this Hypothesis, the Karl Pearsons correlation technique has been applied and the results are presented in the following table.
see Table 3
Interpretation:- From the results of the above table, it can be seen that a significant and positive correlation was observed between self concept and Educational adjustment scores of adolescent girl students of P U colleges. r = 0.7190, P < 0.05 at significant level of 5 percent. Therefore, the null hypothesis (H0) is rejected

Table–3: "Results of correlation coefficient between educational adjustment and self concept.

Variable	Correlation coefficient between self-concept and educational adjustment of girl students					
	N	df	r-value	T-Value	p-Value	Significant
Educational adjustment	600	598	0.7190	25.3003	0.0001	S

and alternative hypothesis (HA) is accepted. It means that the self concept scores and educational adjustment scores of adolescent girl students of P.U. colleges are dependent on each other. In another words, the educational adjustment scores increases or decreases with increase or decrease in self-concept scores of adolescent girl students of P.U. colleges.

Hypothesis - 4 : There is no relationship in between social adjustment and self concept of adolescent girl students of P U colleges.
To archive this Hypothesis, the Karl Pearson's correlation technique has been applied and the results are given in the following table.

Table – 4: "Results of correlation coefficient between Social adjustment and self-concept.

Variable	Correlation coefficient between self concept and adjustment sores of adjustment studies of p u colleges.					
	n	df	r-value	t-Value	p-Value	Significant
Social adjustment	600	598	0.7198	25.3563	0.0001	S

Interrelation: - From the results of the above table, it can be seen that.
A significant and positive correlation was observed between self concept and Social adjustment of adolescent girl students of P U colleges. r=0.7198, P > 0.05 significant level of 5 percent. Therefore, the null hypothesis (H0) is rejected and alternative hypothesis is accepted. It means that the self concept scores and Social adjustment scores are dependent on each other. In another words, social adjustment scores increases or decreases with increase or decrease in self concept scores of adolescent girl students of P U colleges.

Hypothesis – 5: "There is no significant relationship between emotional adjustment and self-concept of adolescent girl students of P.U. colleges.
To examine this hypothesis. The Karl Pearsons correlation technique has been applied and the results are presented in the following table.

Table -5:- "Results of correlation coefficient between emotional adjustment and self concept.

Variable	Correlation coefficient between self concept and adjustment sores of girl students of p u colleges.					
	n	df	r-value	t-Value	p-Value	Significant
Emotional adjustment	600	598	0.7312	26.2145	0.0001	S

Interpretation:-

From the results of the above table, it can be seen that. A significant and positive correlation was observed between self concept and Emotional adjustment of adolescent girl students of PU Colleges r = 3.3659, p > 0.05 at significance level of 5 percent. Hence, the null Hypothesis (H0) is rejected and alternative Hypothesis (HA) is accepted. it means that the self-concept scores and emotional adjustment scores are dependent on each other. In other words, emotional adjustment scores increases or decreases with increase or decrease in self-concept sides of adolescent girl students of the colleges.

Hypothesis – 6:

there is no significant difference between adolescent girls students of rural and urban P.U. Colleges with respect to adjustment scores.

To achieve this hypothesis, the independent 't' - test was applied and the results are presented in the following table.

Table -6: the results of independent t - test between rural and urban P.U. girl students with respect to adjustment scores.

Location	Mean	S.D	S.E	't' value	p - value	significant
Rural	38.43	11.26	0.56	-5.0344	0.0001	S
Urban	43.73	13.76	0.97			

Interpretation: the results of the above table clearly indicated that, the adolescent students of rural and urban P.U. colleges differs statistically significant with respect to adjustment scores, t = -5.0344, p < 0.05 at significance level of 5 percent. Hence the null hypothesis (H0) is rejected and alternative hypothesis (HA) is accepted that means. Adolescent girl students of urban P.U. colleges have significant higher adjustment scores as compared to Adolescent girl students of rural P U Colleges.

Hypotheses – 7: "There is no difference between adolescent girl students of rural and urban P.U colleges with respect to self-concept scores"

To Achieve this hypotheses the Independent 't' was applied and the results are presented in the following table.

Table–7 "Results of Independent 't' test between Adolescent girls of rural and urban P.U colleges

Location	Mean	SD	SE	't'- value	'p'-value	Significance
Rural	173.80	17.79	0.89	-3.3659	0.0008	S
Urban	178.75	15.26	1.08			

Interpretation: the results of the above table clearly indicated that, the adolescent student of rural and urban P.U. colleges differs statistically significant with respect to self-concept scores, t = -3.3659, p < 0.05 at significance level of 5 percent. Hence the null hypothesis (H0) is rejected and alternative hypothesis (HA) is accepted. It indicates that the adolescent students of rural and urban P U Colleges differs. The adolescent girl students of urban P U colleges have significant higher scores has compared to adolescent girl students of rural PU colleges.

Results of the Study

1) A significant and positive correlation was observed between self concept and Adjustment scores of Adolescent girl students of P.U. colleges.
• The self-concept and Adjustment scores are dependent on each other. It means, The Adjustment scores increases or decreases with increase or decrease in self-concept scores.
2) A significant and positive correlation was observed between self-concept and home Adjustment scores of Adolescent girl students of P.U. colleges.
• The self concept and home Adjustment cores are dependent on each other. It means, The home Adjustment scores are increases or decreases with increase or decrease in self concept scores.
3) A significant and positive correlation was observed between self-concept and Education Adjustment scores of adolescent girl students of P.U. colleges.
• The Education Adjustment score and self-concept scores are dependent on each other, It means the Educational Adjustment scores are increases or Decreases with increase or decrease in self-concept scores
4) A significant and positive correlation was observed between self-concept and social Adjustment scores of Adolescent girl student of P.U. colleges.
• The social Adjustment scores and self-concept scores are dependent on each other, It means the social Adjustment scores are increases or decreases with increase or decrease in self concept scores
5) A significant and positive correlation was observed between self concept and Emotional Adjustment scores of Adolescent girl student of P.U. colleges.
• The self concept and Emotional Adjustment score are dependent on each other, It means that, the Emotional Adjustment scores are increases or Decreases with increase or decrease in self concept scores
6) The Adolescent girl student of rural and urban P.U. College differs statistically significant with respect to Adjustment scores.

* UGC Approved & Accepted No. 41022 : Research Analysis And Evaluation

- The urban students has significant higher Adjustment scores as compared to students of rural P.U. colleges.

7) There is a significant difference between self-concept scores of Adolescent girl students of rural and urban P.U. colleges.

- The adolescent girl students of urban P.U. colleges have significant higher self-concept scores as compared to students of rural P.U. colleges.

Concussion

In the present study we found that the Adolescent girl students of urban and rural colleges have significant difference in self-concept and Adjustments these two aspects are very important to adolescents this shows that "Those who have low self-concept have more Adjustment problems and those who have high self-concept are well adjusted in society or colleges.

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