

Relationship of Self-Concept and Home Adjustment of Adolescent Boys and Girls

Abstract

The present study has made an attempt to find out the relationship between self-concept and home adjustment of adolescent boys and girls. The sample consists of 200 students from both urban and rural areas selected through random sampling method. The study was descriptive in nature and data were collected through standardised self-concept and home adjustment inventories. The findings of the study revealed (i) There is no significant difference in the self-concept of rural and urban adolescent boys and girls (ii) There is significant difference in the home adjustment of urban boys and girls & of rural and urban boys (iii) There is no significant difference in the home adjustment of rural boys and girls & rural and urban girls and (iv) There is significant relationship between self-concept and home adjustment of adolescent boys and girls. However, there is a close relationship between self-concept and home adjustment. At the adolescent stage, parents should take proper care for the development of adequate and positive self-concept of their children, so that they can have better adjustment to various life situations at present and in future.

Keywords: Self-concept, Home-adjustment, Adolescent, Rural, Urban.

Introduction

Self-concept of the individual is his picture or image of himself, his view of himself from other persons and things. It is the core of personality pattern of an individual. The self image incorporates individual's perceptions of what he is really like (self identity) and of his worth as a person (self evaluation) as well as his aspiration for growth and accomplishment (self ideas). Its importance stems from its influence over the quality of a person's behaviour and his method of adjustment to life situations. Hence, one's self-concept and adjustment are intimately related and profoundly influence the adolescent.

Adolescent stage is the most trying and stressful period in the development of individual. It is a stage reflecting the development of secondary sexual characteristics, self-identity and sex drive. This stage is also marked by the progress towards physical, intellectual, emotional and social maturation. Development of self-concept is an important phase of adolescence. Pastorino & Doyle-Portillo (2013) defines, 'one's self-concept is very general and changeable. As we grow older, the self-perception becomes much more organized detailed and specific'. Due to change of self-concept in adolescent, changing relationship takes place with parents, peer group and opposite sex. This influences the adjustment pattern of adolescent.

Adjustment refers to the ability of an individual to satisfy the demands of his surroundings as well as his own needs. B.B Wolman (1973) defines, 'adjustment is a harmonious relationship with the environment involving the ability to satisfy most of one's needs and meet most of the demands that are put upon one' (Dash, 1995). As adjustment is the very nature of man, therefore, an adolescent can not deviate from this. He tries to adjust with different situations; society, school and home. Home is the first place from where the individual learns adjustment. There are different types of home environment and therefore, differences are found in the adjustment pattern of adolescents. Some are well adjusted and some are ill adjusted to the home environment. In some family where there is strained relationship between the parents and adolescent, a hostile and aggressive attitude develops towards parents and other members of the family. Another phenomenon like if the adolescents do not give



Sabita Mishra

Assistant Professor,
Deptt. of Education,
Ravenshaw College,
Cuttack, Odisha

independent responsibilities and they are considered as immature and in such other similar situations, adolescents feel physical and emotional insecurity. In these above situations, adolescents face the problem of adjustment and cannot be free, energetic and active. Always a conflict occurs in them which affect the effective home adjustment. On the other hand, some adolescents despite of their shortcomings, thwarted and frustrations adjust themselves with different situations of their home life. They are considered as adjusted persons and their self-concept has a direct relation with the adjustment. It is believed by most of the psychologists and educationists that one whose self concept is adequately developed can well adjust to the home environment. Hence, present study is an attempt to know the extent to which self-concept is related with home adjustment of adolescent boys and girls.

Review of Literature

It has been found that many studies have been conducted in this area by taking different variables. Some of these are cited below;

Agarwal (1982) conducted a study on different castes and found that self-concept of kshatriya girls was on the top of the hierarchy and vaishya girls had higher self-concept than Brahmin girls. Bhandauria (1980) explored that the gifted students had significantly higher degree of positive self-concept and their achievement scores were also higher and the non- gifted students had significantly higher negative aspect of self-concept. Goswami and Shah (1978) found positive relationship between self-concept and achievement and the adolescents with good self-concept were likely to achieve more than those with poor self-concept. Hirunvala (1980) in a study reported that boys scored better on the self-concept scale than girls and urban pupils had better self-concept than rural pupils. Mohan (1979) in a study observed that female show more stability on self than males during adolescence. Rani (1980) explored that both SC and non-SC students differ significantly with regard to physical self-concept and self-esteem. Compared to non-SC students, the SC students had a low self-concept of academic performance. Mental health was positively and significantly related to self-concept and the level of self-concept affected academic achievement positively and significantly (Sharma, 1979). Research study undertaken by Dash, 1993 revealed that positive relationship between academic achievement and self-concept & also academic achievement and adjustment of post-graduate students of Kurukshetra University. Saun (1980) undertook a research study on the patterns of self disclosure and adjustment among high and low achievers and found high and low achieving adolescents had shown different adjustment pattern in home, social and emotional areas. Verman and Yadav (1979) suggested that personality pattern of talented students were socially well adjusted, emotionally matured, more dominant, assertive and independent while low achievers and backward students were dependent, attention seeking, emotionally unstable and unsocial. Nayak (1993)

reported that the home adjustment of the children of working women was better than the non-working women. In a research study on self-concept of higher secondary students in relation to social adjustment, Velmurugan & Balakrishnan (2011) reported that the level of social adjustment among the higher secondary school students was high and the level of self-concept was unstable. Further, they found there was negligible correlation among the higher secondary school students' social adjustment and self-concept. Poddar & Gangmei (2012) undertook a research study on influence of parental education on self-concept and academic achievement of scheduled tribe students at secondary school level and their study revealed there was no significant relationship between the self-concept and academic achievement of ST students. Further they suggested, academic achievement of ST students may not necessarily results from the self-concept and parental education, but may be due to individual self motivation, learning environment in the institution and teacher's way of teaching.

Review of research studies reveals that majority of studies have been conducted on self-concept in relation to academic achievement of the students. A few studies were conducted on self-concept in relation to caste and social adjustment. Further, there is dearth of studies to explore the relationship of self-concept and home adjustment of adolescent boys and girls. The present study is an attempt to fill this research gap.

Objectives of the Study

Keeping in view the need of the problem and nature of the investigation, the investigator formulated the following objectives for the study.

1. To study the self-concept of adolescent boys and girls.
2. To study the home adjustment of adolescent boys and girls.
3. To find out the relationship between the self-concept and home adjustment of urban and rural adolescent boys and girls.

Hypotheses of the Study

Ho₁

There is no significant difference in the self-concept of urban boys and girls.

Ho₂

There is no significant difference in the self-concept of rural boys and girls.

Ho₃

There is no significant difference in the self-concept of rural and urban boys.

Ho₄

There is no significant difference in the self-concept of rural and urban girls.

Ho₅

There is no significant difference in the home adjustment of urban boys and girls.

Ho₆

There is no significant difference in the home adjustment of rural boys and girls.

Ho₇

Asian Resonance

There is no significant difference in the home adjustment of rural and urban girls.

Ho₈

There is no significant difference in the home adjustment of rural and urban boys.

Ho₉

There does not exist any relationship between self-concept and home adjustment of adolescent boys and girls.

Methodology of the Study

Keeping in view the objectives of the study, the investigator selected descriptive survey research method.

Sample

The simple random sampling technique was followed for selection of sample. The sample of the present study consisted of 200 +2 Arts students were drawn from government and private colleges of both rural and urban areas of puri district of Odisha.

Tools Used

The following standardised tools were used for the collection of data;

1. Children's Self- Concept Scale (CSCS) by S.P Ahluwalia
2. Home Adjustment scale by Hugh M. Bell.

Statistical Techniques used

For the present study, statistics like mean, S.D and 't' test were used for measuring the significance of difference and product moment coefficient of correlation for measuring the relationship of self-concept and home adjustment.

Result and Discussion

Table -1: Test of Significance of difference between Means of Urban Boys and Girls on Self-concept

Group	N	Mean	SD	't' value	Remarks
Urban Boys	50	48.4	11.21	.16	Not significant
Urban Girls	50	48.7	7.46		

Table -1 shows the mean and SD of urban boys and girls on self concept were 48.4 and 11.21; 48.7 and 7.46 respectively. The obtained 't' value was .16 which was less than the table value (1.96) at 0.05 level of significance. Hence, the hypothesis was retained and it concluded that there found no significant difference in the self-concept of urban boys and girls on self concept.

Table -2: Test of Significance of Difference between Means of Rural Boys and Girls on Self-concept

Group	N	Mean	SD	't' value	Remarks
Rural Boys	50	51.9	8.69	1.08	Not significant
Rural Girls	50	49.7	11.4		

Table-2 indicates that the mean and SD of rural boys on self-concept were 51.9 and 8.69; 49.7 and 11.4 respectively. The calculated 't' value is 1.08 which were less than the table value (1.96) at .05

level of significance. Hence, the researcher retained the hypothesis and it confirmed that there was no significant difference in the self-concept of rural boys and girls.

Table-3: Test of Significance of Difference between Means of Rural and Urban Boys on Self-Concept

Group	N	Mean	SD	't' value	Remarks
Rural Boys	50	51.9	8.69	1.75	Not significant
Urban Boys	50	48.4	11.21		

Table 3 indicates the mean and SD of the rural and urban boys were 51.9 and 8.69; 48.4 and 11.21 respectively. The calculated 't' value was 1.75 which was less than the table value (1.96) at .05 level of significance. The researcher retained the null hypothesis and it signified that there found no significant difference in the self-concept of rural and urban boys.

Table-4: Test of Significance of Difference between Means of Rural and Urban Girls on Self-concept.

Group	N	Mean	SD	't' value	Remarks
Rural Girls	50	49.7	11.4	.52	Not significant
Urban Girls	50	48.7	7.46		

From the analysis of above table, it was found that the rural and urban girls mean score and SD were 49.7 and 11.4; 48.7 and 7.46 respectively. The calculated 't' value was .52 which was less than the table value (1.96) at .05 level of significance. Hence, the hypothesis was retained and it concluded that there found no significant difference in the self-concept of rural and urban girls on self concept.

Table- 5: Test of Significance of Difference between Means of Urban Boys and Girls in Home Adjustment

Group	N	mean	SD	't' value	Remarks
Urban Boys	50	16.14	4.2	4.72	Significant
Urban Girls	50	11.4	5.71		

The above table shows the mean and SD of urban boys and girls were 16.14 and 4.2; 11.4 and 5.71 respectively. The calculated 't' value was 4.72 which was greater than the table value at .05 and .01 level of significance. Hence, the null hypothesis was rejected and it signified that there found significant difference in the home adjustment of urban boys and girls.

Table-6: Test of Significance of Difference between Means of Rural Boys and Girls in Home Adjustment

Group	N	Mean	SD	't' value	Remarks
Rural boys	50	12.84	3.45	.59	Not significant
Rural girls	50	16.56	2.29		

From the analysis of the table-8, it was evident that the mean and SD of rural boys and girls were 12.84 and 3.45; 16.56 and 2.29 respectively. The calculated 't' value was .59 which was less than the table value (1.96) at .05 level of significance. Hence, the hypothesis was retained and it confirmed that there found no significant difference in the home adjustment of rural boys and girls.

Table-7: Test of Significance of Difference between Means of Urban and Rural Girls in Home Adjustment

Group	No. of Sample	Mean	SD	't' value	Remarks
Urban girls	50	11.4	5.71	.87	Not significant
Rural girls	50	16.56	2.29		

From the analysis of table-7 it was found that the urban and rural girls mean score and SD were 11.4 and 5.71; 16.56 and 2.29; respectively. The calculated 't' value was .87 which was less than the table value (1.96) at .05 level. Hence, the hypothesis was retained and it concluded that there found no significant difference in the self-concept of rural and urban girls on home adjustment.

Table-8: Significance of Difference between Means of Urban and Rural Boys in Home Adjustment

Group	N	mean	SD	't' value	Remarks
Urban boys	50	16.14	4.24	4.29	Significant
Rural boys	50	12.84	3.45		

Table- 8 shows the mean and SD of urban and rural boys were 16.14 and 4.24; 12.84 and 3.45 respectively. The calculated 't' value was 4.29 which was greater than the table value (1.96) and (2.58) at .05 and .01 level of significance. Hence, the hypothesis was rejected and the investigator concluded that there found significant difference in the home adjustment of urban and rural boys.

Table-9: Test of Relationship between Self-concept and Home adjustment

Self concept	U.B	R.B	U.G	R.G
U.B	.76			
R.B		.77		
U.G			.82	
R.G				.82

Table-9 shows the co-efficient of correlation between the two variables. It is quite evident that the co- efficient of correlation between self-concept and home adjustment is significant even at each and every sub-sample area. The hypothesis was rejected and the investigator concluded that there found relationship between self-concept and home adjustment. That means, the higher the self-concept the higher is the home adjustment ability. Hence, self-concept is positively related to home adjustment.

Major Findings of the Study

The major findings derived from the analysis are as follows;

1. There is no significant difference in the self-concept of rural and urban adolescent boys and girls.
2. There is significant difference in the home-adjustment of urban boys and girls and also in rural and urban boys.
3. There is no significant difference in the home adjustment of rural and urban girls and rural boys and girls.
4. However, there is significant relationship between self-concept and home adjustment of rural and urban adolescent boys and girls.

Educational Implications

Adjustment is largely influenced by the self-concept of the individual. It also varies from age and stage of the individual. Parents at home should follow certain guidelines in this regard;

1. Efforts should be made to aware the adolescents to know their own self and their assets and liabilities, strengths and weaknesses.
2. Parents should create stimulating environment to develop confidence in the adolescents, so that they can properly use their potential. Adolescents should perceive themselves positively with a sense of self acceptance and self determination.
3. Encouragement and appreciation are very much conducive to the positive self concept. Parents should see that their attitude towards their children is always encouraging and appreciative.
4. Parents should not compare their child with other children. The parents should never give judgement over the inability of the children. Such remarks have a very damaging effect on the personality and self-concept of the children.
5. Every child has his own unique potentialities. Parents should try to find out the capacities and potentialities of the child and encourage him to develop and exploit his individual potentialities. Therefore, Parents should expose them to various situations and guide them to manage their work by themselves.
6. Study of auto biographies could help the adolescents to introspect and better self understanding. Through these life histories the adolescent may relate how he sees himself and how the world looks to him. Parents and teacher should discuss the autobiography before the adolescents.
7. Adolescents should be provided the training of life skills for prevention of undesirable behaviours. Life skills can enable them to translate knowledge (what are known) and attitudes/ values (what are believed) into action (what to do and how to do). This can help them to be disciplined, confident and develop positive self-concept.

Conclusion

Self-concept is a significant aspect of individual's personality. At adolescent stage, children develop either positive or negative self-concept. Home environment has strong influence on the development of adolescent's self concept. Parents should take proper care to develop adequate and positive self-concept of their children for better adjustment to varieties of life situations. A person having strong and positive self-concept sees the world in a different manner from an individual who has weak and negative self-concept. Development of positive self-concept leads happiness and success to individual's life. On the other hand, if one develops a negative self-concept, he thinks in terms of what he is not and is unable to make suitable adjustment to his environment. Taking into account the complex nature and demands of present society, every individual needs to develop positive self-concept for better home adjustment.

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