

A COMPARATIVE STUDY OF PERSONALITY ADJUSTMENT SELF- CONCEPT OF COLLEGE STUDENTS OF PILIBHIT”

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Abstract: *Self-concept and adjustment are two important psychological aspects influencing the personalities of individual. The term Self-concept refers to the individual's perception of his abilities and his status and roles in the outer world. Self-esteem is another way of viewing Self-concept a person with high self-esteem has a positive Self-concept while a person with low self-esteem has a negative Self-concept and adjustment helps for self-initiated growth and development along intellectual, emotional social, physical and vocational dimensions. It deals with the way an individual adapts to his environment and demand. The Researcher made an attempt to study the Self-concept and existing Personality adjustment problem of the students with respect to gender and types of school. A sample of 50 students' urban areas of Pilibhit District were selected by Random sampling technique.*

The Study revealed that no significant difference was found between boys and girls in Personality adjustment and Self-concept.

Keywords: *Personality Adjustment, Self-concept, Dimensions-intellectual, emotional, social, physical and vocational*

INTRODUCTION

“Education places a vital role in the building of society. Better education has remained a persistent call from ancient time. Better education AIMS to make better one self” LINDSMITH & STRAUSS (1949) have emphasized the fact in a very fundamental

THE SELFit is a product of Pearson interactions with others. It is the social environment, which is seen as fundamental. The pattern of perception developed by the individual. As he grows from infancy to

sense. In a developing country like INDIA, the role of education is a signal of importance in the building of the nations. Proper development and maintenance of administration, leadership, scientific and technology growth, requires men with education of high standard.

childhood and maturity is called the self-structure.

The behaviors of an individual is to a very dependent upon his view about himself. In other words, we can say that the concept of once on

self-determine the behaviour of individual and is a key to the understanding of personality trait. When a person has a high concept of himself in a way, which is keeping with this.

PERSONALITY

According to Albert---' personality is the dynamic organization within individual of these psycho-physical systems that determines his unique adjustment to his environment'.

It is total integration of physical intellectual emotional social and character makeup of the individual which is expressed in term of behaviour, experiences, manner attitude, values, ambition, aspiration, interest, habits adjustment, sentiments, temperament and traits.

SELF-CONCEPT

According to dictionary of psychology, self-concept means the individual's evaluation of himself, the appraisal of the self by the individual himself according to dictionary of education. Self -Concept means the picture of image of a person of himself.

OBJECTIVES OF THE STUDY

1. To study the physical dimension of self-concept of college students.
2. To study the social dimension of self-concept of college students.
3. To study the temperament dimension of self-concept of college students.
4. To study the educational dimension of self-concept of college students.
5. To study the moral dimension of self-concept of college students.
6. To study the intellectual dimension of self-concept of college students.
7. To study the total self-concept of college students.
8. To study the general adjustment of college students.
9. A comparative study of emotional adjustment of college students.
10. A comparative study of social adjustment of college students.
11. A comparative study of educational adjustment of college students.

Hypotheses of the study

1. There is no significant difference in physical dimension of self-concept between boys and girls' students.
2. There is no significant difference in social dimension of self-concept between boys' and girls' students.
3. There is no significant difference in temperamental dimension of self-concept between boys' and girls' students.
4. There is no significant difference in educational dimension of self-concept between boys' and girls' students.
5. There is no significant difference in moral dimension of self-concept between boys' and girls' students.

6. There is no significant difference in intellectual dimension between self-concept between boys and girls students.
7. There is no significant difference in total self-concept between boys' and girls' students.
8. There is no significant difference in general adjustment between boys' and girls' students.
9. There is no significant difference in emotional adjustment between boys' and girls' students.
10. There is no significant difference in social adjustment between boys and girls' students.
11. There is no significant difference in educational adjustment between boys and girls' students.

REVIEW OF RELATED LITERATURE

1. Arun, Lakshmi; Barreto, Shonali Christine; BM Dr. Ravikumar; Makhija, Arushi J and Vishwanathan, Vidya (2015)

Topic: Study of Self-Concept in Relation to Family Environment Among Adolescents

Sample: 137 students (83 girls, 54 boys)

Tools: CYDS Family Scale (Moos and Moos, 1974)

Children Self Concept Scale (S.P. Ahluwalia)

Findings:

No significant gender difference in self-concept

Positive correlation between family environment and self-concept

2. D.H., Gurubasappa (2015)

Topic: Adjustment and Self-Concept as Correlates of Academic Achievement of Secondary School Students

Sample: 400 students (proportionate random sampling)

Tools: Adolescents Adjustment Inventory (N.V. Reddy)

Self-Concept Inventory (Dr. Basavanna M)

SES Scale (Uday Parekh and Trivedi)

Academic Achievement Measure: Annual exam scores (VII standard)

Findings: Significant relationship between adjustment, self-concept, and academic achievement.

Significant differences among students with different adjustment/self-concept levels.

3. Bansal, Vijay and Sangal, Dr. A.P. (2015)

Topic: A Comparative Study of Male/Female and Urban/Rural Students in Relation to Their Academic Achievement and Self-Concept

Sample: 400 students (200 male, 200 female)

Tools: Self-Concept Test (R.K. Saraswat)

Academic Achievement Measure: Class X marks

Findings: Female students perform better academically than males.

Male students score higher on self-concept.

4. Agarwal, Reena and Singh, Dr. Nisha (2018)

Topic: A Study of Emotional Intelligence and Self-Concept of Secondary School Students

Sample: 255 students (80 boys, 175 girls) from Ghaziabad

Tools: Emotional Intelligence - Dr. Hyde, Pethe, and Dhar.

Self-Concept - Dr. Sherry Verma and Goswami.

Findings: Data analyzed using Mean, SD, and t-test

(Specific findings are not detailed in the visible portion, only methods are mentioned)

5.Yadav, Sharmila and Singh, Dr. Gopal (2018)

Topic: Self-Concept, Emotional Maturity and Career Aspirations of Adolescents in Relation to their School Climate

Sample: 100 adolescent students

Tools:

Self-Concept – Dr. R.K. Saraswat

Emotional Maturity Dr. Y. Singh & Dr. M. Bhargava

School Climate – Developed by investigator

Findings: No significant relationship between school climate and self-concept/emotional maturity.

Significant difference in career aspirations based on school climate.

6. Dafare, Priyanka and Bhende, Dr. R.G. (2017)

Topic: A Critical Study of Values, Self-Concept, and Creativity among Under Graduate Students from Rural Colleges

Sa Tools Sample: 60 M.Ed. students (30 male, 30 female)

: Personal Value Questionnaire (PVQ) Dr. G.P. Sherry & R.P. Verma

Self-Concept Questionnaire (SCQ) - Dr. Raj Kumar Saraswat

Thinking Creativity by Words (TCW) Dr. Baquer Mehndi

Findings: Female students had higher overall self-concept.

Male students were stronger in physical self-concept.

Social self-concept poorer than male among females' students.

7.Behera, Santosh Kumar and Gayan, Ruma (2018)

Topic: Self-Concept of Post-Graduation Students

Method: Normative survey with 300 students (160 male, 140 female), stratified random sampling.

Tools: Self-Concept Questionnaire

Findings: No significant difference in self-concept based on gender and locality.

Significant differences found in social class, academic stream, academic year, and religion.

8. Kaur, Saranjeet and Rani, Dr. Franky (2018)

Topic: Self-Concept and Problem Coping Strategies among Adolescents

Sample: 200 adolescents (boys and girls) in classes IX and X

Tools: Ways of Coping Questionnaire (Lazarus), Self-Concept Rating Scale (Pratibha Deo)

Findings: No gender effect on self-concept.

Significant positive correlation between self-concept and problem-focused coping.

9. Bhende, Vandana R., and Patil Suhas R. (2020)

Topic: Comparative Study of Values and Self-Concept among Male and Female Trainee Teachers in D.T.Ed.

Sample: 500 (250 male, 250 female trainee-teachers)

Tools: PVQ (Dr. G.P. Sherry, R.P. Verma), SCO (Dr. Raj Kumar Saraswat)

Findings: Significant difference in physical self-concept between males and females.

Female trainees showed higher moral and intellectual self-concept.

10. Mishra, Dr. Poonam (2020)

Topic: Differential Study of Self-Concept Based on Caste and Vocational Status

Sample: 504 teachers (random sampling)

Tools: Self-Concept Inventory (Dr. R.P. Bhatnagar)

Findings: Reserved caste teachers (L.T. grade) showed higher confidence and achievement in self-concept than non-reserved caste teachers.

11. Shukla and Kumari (2023) Jharkhand Study –Conducted on B.Ed. student-teachers in Jharkhand.

Examined Achievement motivation and Self-concept

Gender (male and female)

Locality (urban and rural)

Finding 1: No significant difference in self-concept based on gender or locality.

Finding 2: A strong and positive correlation exists between achievement motivation and self-concept.

SAMPLE

The sample of present study comprised of 50 students age group of 18-21 using stratified random sampling method from two colleges situated at Pilibhit District.

TOOL USED

In the study the following tools are used

1. PERSONALITY ADJUSTMENT INVENTORY (AICS):- A.K.P. SINHA
2. SELF CONCEPT QUESTIONNAIRE (SCQ):- R.K. SARASWAT

ANALYSIS

The analysis of data obtaining was done by calculating their means and sts and find out the significance at 0.001 and 0.05 level of the difference between means of girls and boys i.e. 't'

FINDINGS

1. The physical dimension of self-concept of girl's students are better than boys in average & above average self-concept but boys are better than girls in below average & high self-concept

2. The social dimension of self-concept of girl's students are better than boys in average & high self-concept and boys are better than girls in above average self-concept.
 3. The temperament dimension of self-concept of girls are better than boys in average above average self-concept & boys are better than girls in high self-concept.
 4. The educational dimension of self-concept of girls are better than boys in average above average self-concept and boys are better than girls in high self-concept.
 5. The moral dimension of self-concept of girls are better than boys in average self-concept and boys are better than girls in high self-concept.
 6. The intellectual dimension of cell concept of girls is better than boys in average above average self-concept and voice are better than girls in high self-concept.
 7. The total self-concept of girls is better than boys in above average self-concept of boys and girls are equal in below average and low self-concept and boys are better than girls in high self-concept.
 8. The general adjustments of girls are better than boys in excellent, good scale and boys are better adjusted than girls in average unsatisfactory scale.
 9. The emotional adjustments of boys are better than girls because the mean of boys is better than girls.
 10. The social adjustment of girls is better than boys because the mean of girls is better than boys.
 11. The educational adjustment of boys is better than girls because the mean of voices better than girls.
- ### **SUGGESTIONS FOR FURTHER RESEARCH**
1. A similar study can be done on a bigger sample
 2. study can be done on boys or girls of educational institutions such as B.Ed./D.Ed. Colleges.
 3. A similar study can be done on middle or secondary classes studies in government and public School.
 4. Assimilate study can be done on the students belong to urban area and studying in government and public schools
 5. Study can be conducted to compare the personality self-concept and social-Economic status of Government and self-finance college's students.
 6. Assimilate study can be done by taking other factors of personality of students

of Government and self-financed colleges.

7. Similar study can be done on the children of working or non-working to mothers.

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