

# A STUDY OF THE RELATIONSHIP BETWEEN SELF CONCEPT AND ADJUSTMENT OF SECONDARY SCHOOL TEACHERS OF AURANGABAD CITY

By

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## **ABSTRACT**

*The self concept is the sum of all your thoughts, feelings and belief about yourself. The self-concept may be positive or negative. This paper focuses on self concepts of Secondary School Teachers and its relationship with their adjustment. The research was carried out in Aurangabad, Maharashtra on a sample of 50 teachers. Self concept of teachers was assessed with the help of Personality Differential (PD) scale by Agarwal and the teacher's adjustment was measured with the help of Teacher Adjustment Inventory by Mangal. The result revealed that secondary school teachers have negative self concept and the level of their adjustment is also poor. The coefficient of correlation between positive self concept and teacher's adjustment of secondary school teachers of Aurangabad city is negative and negligible.*

*Keywords: Self Concept, Adjustment.*

## **INTRODUCTION**

"21st Century has come to be known as the knowledge century" as high speed technological reforms and rapid scientific advancements have taken over completely the areas such as governance, defense, education, trade and commerce, health sector, agriculture, telecommunication, entertainment and has changed the face of the society.

Knowledge is the key to this age, and fundamental resources of wealth are knowledge and information rather than raw materials and labour. To quote UNESCO (2008), "Education should provide the skills for learning to know, learning to live together, learning to do and learning to be" This represents a new vision of education, which emphasizes a holistic interdisciplinary approach to the development of the knowledge and skills needed for a sustainable future as well as changes in values, behaviour and life style.

In the knowledge society, role of school and the teachers have paramount importance. Teacher plays a very crucial role in the life of child, as he enables the child to convert his knowledge into wisdom. Teacher's personality is the ideal for a child. The conscious experiences of a teacher or a person are most important in determining his or her personality. According to humanities each person has an innate potential for self actualization through

spontaneity and personal growth. Lizy Paul (1998) in her book "Educational Psychology" quoted that, according to Carl Roger's dynamics of personality is the power for self actualization. A person has the potential for self actualization considering that two basic systems are operating in the personal reality (phenomenological field) of an individual, the organism and the self. The organism presents the totality of one's experiences – both conscious and unconscious (symbolized and unsymbolized) The second system, 'the self' is the accepted conscious part of experiences. In other words, 'self' is the concept developed by a person about himself that is, self concept. The acquisition of the concept of self is a long and continuous process.

This paper throws the light on the assessment of self concept of teachers and its relationship with the teacher's adjustment.

## **What is Self-concept?**

Self concept is the sum of all your thoughts, feelings and beliefs about yourself, it's how you think you are. Combs and Snygg (1959) contend that "since the purpose of an individual's behaviour is the satisfaction of his own need, the perceptual field is usually organized with reference to the behavior's own phenomenal self. The meaning of an object or event is thus his definition of the relationship between the object and himself. "The phenomenal self"

as the central point of the perceptual field is the point of orientation for the individual's behaviour. It is the frame of reference in terms of which all other perceptions gain their meaning". The frame from which all else is observed (Combs and Snygg, 1959).

Carl Roger's (reported in Wylie, 1961) describes the self concept as "a organized configuration of perceptions of one's characteristics and abilities; the percepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects; and goals and ideas which are perceived as having positive or negative valence".

Kohas (1964) distinguishes between 'self', 'concept of self' and "self concept" and defines the latter as "the organization of the system of generalization a person has about himself; the cluster of most personal meanings a person attributes to himself".

Hilgard (1949) describes a hypothetical inferred self which is a social product and which has full meaning only when expressed in social interaction. Strong and Feder (1961) also discuss self concept in terms of inferences. "Every evaluative statement that a person makes concerning himself can be considered a sample of self concept from which inferences may then be made about the various properties of that self concept".

Super Donald (1951) who is interested in vocational development and adjustment, defines self concept in terms of role structure. He first defines the "simple self concept" organized related percepts with accrued meaning" (1963). On this he build, "the complex self concept" which is an "abstraction from and generalization of simple self concepts, generally organized in a role framework".

Brownfain (1952) developed the self rating inventory by which each subject rates himself as positive self or negative self. In the same way Agarwal developed a measure of self concept as Personality Differential (P.D.) which consists different characteristics of personality and subject has to rate it on seven point scale. The measure of self comes in positive or negative score by taking

algebraic sum of all positive and negative scores.

## What Is Adjustment?

According to Shaffer L.S., "Adjustment is the process by which living organism maintains a balance between its needs and the circumstances that influences the satisfaction of these needs."

Gates and others define, "Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and environment".

We change our nature in order to fit ourselves in relation to nature. Thus the process of adjustment is continuous. We try to change or modify our behaviour for bringing a perfect understanding between ourselves and our environment.

The researcher is interested in finding the relation of "Positive Self concept" and "teacher's adjustment" as it is a matter of self (in) and surrounding (out) of teacher.

## Operational Definitions

- *Self Concept*: Self perception or an idea an individual have about himself.
- *Adjustment*: The ability of man to maintain harmonious relationship with environment.
- *Secondary School Teachers*: Who are teaching from VIII to X classes
- *Aurangabad City*: A historical city of Maharashtra State in India.

## Significance of the Study

By this research the adjustment or maladjustment of teachers of secondary schools is measured with their self concept. It is helpful in identifying the teacher who may stand in need of psychodiagnostic study and counselling in the specific area of teacher adjustment. Similarly it may bring into focus the teachers who are well adjusted and thus may be entrusted with the task of bringing efficiency and improvement in education.

Moreover it may render help to the teachers for modifying their self concept and adjusting their behaviour according to the demands of the situation.

## Review of Related Research

- Taneja (1988) studied relationship between creativity sense of humor and self concept among secure and insecure female teacher trainees. The finding reveals that (i) Self concept was positively related to feeling of security of teacher trainees. (ii) Creativity was positively related to sense of humor and self concept but not related to feeling of security of the teacher-trainees.
- Agarwal (1988) studied on the topic, "A study of adjustment problem and their related factors of more effective and less effective teachers". The findings revealed that more effective teacher had problems of adjustment due to social factors, while with less effective teachers emotional problems were dominant.
- Shah (1991) determines teacher effectiveness as an independent study. The result reveals that, teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality value pattern and self concept.
- Ganapathy (1992) studied self concept of student teachers and their attitude towards teaching profession. Findings of the research reveal that (i) both male and female student teachers had a favourable attitude towards the teaching profession (ii) both male and female student teacher had a positive self concept and it was related to their attitude towards the teaching profession.

## Objectives of The Study

- To assess the self concept of secondary school teachers of Aurangabad city.
- To study the level of adjustment of secondary school teachers of Aurangabad city.
- To study the relationship between self concept and adjustment of secondary school teachers of Aurangabad city.

## Hypotheses

- Secondary school teachers of Aurangabad city have positive self concept.
- Secondary school teachers of Aurangabad city have higher level of adjustment.
- There is high and positive correlation between self

concept and adjustment of secondary school teachers.

## Method

Survey method was used.

## Population of The Study

All high school teachers of Aurangabad city are considered as population for the study.

## Sample

Aurangabad is a fast developing city and has historical importance too. It is the capital of Marathwada Region. According to educational division, it is divided into 5 zones as north, east, west, south and central zone. From each zone 10 high school teachers were selected randomly as a sample. In all 50 secondary school teachers were selected through random sampling technique.

## Tools Used for the Study

- Personality Differential (PD) by Agarwal (1970) was used for measuring self concept as a test.
- Teachers Adjustment Inventory by Mangal (2008) was used to measure the level of teacher's adjustment.

## Reliability and Validity of The Tools

Reliability of Adjustment Inventory is 0.99 and

Validity of Adjustment Inventory is 0.96

## Data Collection and Scoring Procedure

Data is collected by giving PD (a measure of self concept) to sample teachers and their self concept is measured by using PD rating. Teachers adjustment inventory was also used for measuring adjustments of sample teachers (Table 1)

## Analysis and Interpretation

- Table 2 reveals that the mean of self concept of secondary school teachers is -15.3, which comes in the category of 'Negative' self concept. Hence, the hypothesis 1 is rejected and it can be concluded that secondary school teachers of Aurangabad city have negative self concept.
- It is also evident from Table 2 that Mean of teachers adjustment score is 332.7, which comes in 'Poor Adjustment' category. Hence, the hypothesis 2 is rejected and concluded that secondary school teachers of

Aurangabad city have adjustment problems.

- From Table 3, it is evident that the coefficient of correlation between self concept and teachers adjustment is -0.1252 which is negative and negligible. The hypothesis 3 is rejected and concluded that there is a negative and negligible relationship between self concept of teachers of secondary school with their teacher adjustment level.

### Educational Implications

- Teachers after knowing their self concept can modify their self concept and adjust their behaviour according to the demands of the situation.
- Teachers effectiveness enhances after knowing self concept and the degree of maladjustment may be minimized.
- When the adjustment is improved, the degree of job satisfaction of teacher also increases.
- Favourable attitude towards teaching improves which enhances the quality of teaching.

S.No	Self-concept Score	Category	Adjustment Score	Category
01	-45 to - 27	Highly negative	555 & above	Very good
02	-26 to - 9	Negative	463-554	Good
03	-8 to +9	Neutral	369-462	Average
04	+10 to +27	Positive	277-368	Poor

Table 1. Categorization of self concept and teacher's adjustment scores

Variable	N	Mean	S.D.
Self-concept	50	- 15.3	11.25
Teachers Adjustment	50	332.7	55.188

Table 2. Showing Mean and S.D. of self concept and teachers adjustment

Variable	N	r
Self-concept	50	-0.1252
Teachers Adjustment	50	

Table 3. Showing correlation between positive self concept and teachers adjustment.

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