

A Study of Self-concept and Adjustment among Secondary Schools Teachers in Assam

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Abstract

For the purpose of the present study, the variables of Self-concept and Adjustment among Secondary Schools in Assam. The main aim of the present study is to investigate the significant difference between Self-concept and Adjustment among Secondary Schools in Assam. This study was conducted in five secondary schools taken from Kamrup district in Assam. The sample for this study comprised 20 teachers of higher secondary school. Thus, the investigator used the descriptive survey research method. Tools used for data collection were the Self-concept by Deo (1971) Personality Word List and Sinha (1971) "Adjustment Inventory" was used to measure the adjustment among teachers among secondary schools. The statistical techniques such as Means, Standard Deviations, and t-test were applied. Results indicate that there was significant difference between self-concept and adjustment in respects of secondary schools teachers found significant. Thus, high self-concept is low adjusted of secondary schools teachers of Kamrup district. In case of appearance and grooming secondary school teacher is higher than other factor positive relationship and fully significant.

Keywords: Self-concept, Adjustment, Secondary Schools, Teachers.

Introduction:

In the global scenario of the present day imparting education to all and linking the subject matter to raise the sustainability and ecological standards, is one of the foremost challenges before academic community. In the changing context of globalization, liberalization and advanced in telecommunication, teacher and teacher educator to become conversant with international trends, internationalism, multiculturalism, multi racialism and other pluralities. The challenges of education towards 21st century, stress appears when our bodies react to a challenge, mental or physical, by increasing Success of the nation is determined by the quality of its citizen. Nation is not built by bricks and mortars but by the quality of men. It does not require any evidence to say that society and its development are positively correlated to the development of education. Education is a process of development from the cradle to the grave. Man becomes a gentleman through education and he alone can be educated while the other living organisms are trained. While his life is guaranteed by food, it is glorified by education. However, it is an undeniable fact that no community or society or district or state or nation can prosper without having educated manpower. Education is the most powerful instrument for imparting ideal training to the people. In the context of growing knowledge and skills in the global society, the higher education system needs to be recognized and revitalized meticulously in order to meet the requirements of new vocations and professions while keeping pace with international standards in different branches of knowledge and human achievements. In order to present a clear picture of what the entire study is all about, it become imperative that certain key concepts and terms be well defined. The operational definitions of the terms Self-Concept, Adjustment, and Secondary Education used in the present study are given below:

Self-Concept has been referred by Lowe (1961) as one's attitude towards self or as an organized configuration, of perceptions, beliefs, feelings, attitudes and values which the individual views as a part of characteristics of himself on the other hand life experience too affect the self-concept. It also signifies his way of thinking, feeling and behaving.

In Dictionary of Education by Good (1973), self-concept is defined as “The individual's perception of himself as a person, which includes his abilities appearance, performance in his job and other phases of daily living”.

According to Labbenne and Green (1969), “Self-concept is the person total appraisal abilities and sources, attitudes and feelings which culminate as a directing force in behaviour”. Adjustment is an active process that occurs as the individual live in his family situation, advances educationally, peruses vocational outlets, and engages in social relationships. Thus the areas of adjustment embrace all these realms of human experience and interaction. Hence, we speak of home adjustment, social experience and interaction. Hence, we speak of home adjustment, social adjustment, school adjustment, vocational adjustment, emotional adjustment, health adjustment, and so on. Healthy environment in the school helps the person in making school adjustment. Satisfaction of the child with the behaviour of his call-fellows, teachers, and head of the institutions, methods of teaching, discipline, time-table, co-curricular activities influences his adjustment. Adjustment means (Arkoff, 1968) a person's interaction with his environment. The concept of adjustment implies a constant interaction between a person and his environment, each making demand to the other. Adjustment is also considered a problem for the reason that absent children can not benefit from the education programmed that the school offer. Adjustment is an active process that occurs as the individual leaves in his family situation, advances educationally pursues vocational out leads and engage in social relationships. Thus, the area of adjustment embraces all these realm of human experience and interaction.

National Educational Policy 2020 was restructuring school curriculum and pedagogy in a new 5+3+3+4 design. Once infrastructure and participation are in place, ensuring quality will be the key in retention of students, so that they (particularly, girls and students from other socio-economically disadvantaged groups) do not lose interest in attending school. This will require a system of incentives for deploying teachers with knowledge of the local language to areas with high dropout rates, as well as overhauling the curriculum to make it more engaging and useful. Hence schools or school complexes will be encouraged to hire local eminent persons or experts as ‘master instructors’ in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions.

Significance of the Present Study:

There is a need to create awareness towards achieving the desired goal of teacher's education in the state of Assam. For the purpose of this study is to know the impact of modern education in Secondary schools system to represent the Kamrup district in Assam. The focus in this issue is on putting education in values and for character building on the national agenda. Secondary schools system in India is complex. Education has continued to evolve, diversify and intend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique social-cultural identity and also to meet the challenges of the time. The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefits from that asset already created. Secondary schools system in India is complex. In the light of the above discussion of the significance of the study, the title of the study has been fixed as, “A Study of Self-concept and Adjustment among Secondary Schools Teachers in Assam”. Secondary school teachers, lack of progress, and tended to judge their efficacy as higher satisfied and more adjusted and the relationship between the job-satisfaction and adjustment was found not significant of DIET teachers with special reference to Kamrup district in Assam. The present study is an attempt to analyze the status of adjustment and self-concept in relation to anxiety among adolescents. The

present study emphasized is completely the urgent need for effective effect of Secondary education in Kamrup district and this field is relatively unexplored in Assam. Therefore, the present study within its limitations has implications for policy planners, educational experts, teachers and all the society itself urgent need in this area.

REVIEW OF THE RELATED LITERATURE:

A review of related literature provides the academic guidance to the researchers. This paper makes a critical review of related literature to the present study. Through the review of related literature, researcher can avoid unintentional duplication of well-established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established. A few studies have been conducted exploring the levels of adjustment and anxiety among adolescents. Sood (1987) investigated that the students who fail to adjust their personality according to class environment, they become frustrated turned escapist. It is clear that frustrated facilitates the incidence of truants are more frustrated than non-truants and frustration and truancy were closely related. Khaleque and Irfan (2003) found that scored significantly high (showing poor adjustment) on home, social, emotional and overall dimensions as compared to non-truants. Khaleque & Borah (2009) found that anxiety showed poorer scores on emotional, social and total school adjustment.

Statement of the Problem:

Precisely stated the problem in the present study is an entitled as, “A Study of Self-concept and Adjustment among Secondary Schools Teachers in Assam”.

Objectives:

The main objectives of the present investigation are as follows-

- i). To assesses the adjustment of the secondary school teachers.
- ii). To finds out the adjustment and self-concept of the Secondary Schools teachers in Assam.

Hypotheses:

To fulfill the objective in the present study will have the following hypotheses-

- 1). There is no significant differences between the adjustment and self-concept of the teachers.
- 2). There is interaction effect between adjustment and self-concept in respects among secondary schools teachers of Kamrup district.

Limitations of the Study:

The present study has been carried out some limitations as following:

- (i) The present study has been confined to study the variables of adjustment and self-concept only.
- (ii) The study has been delimited to the secondary school students only.
- (iii) The areas of has been restricted in Kamrup district of Assam only.

Methodology

The present study was conducted through the descriptive survey method of research used.

Tools used

- 1). Adjustment Inventory By by D.N Sinha (1971) for measuring adjustment.
- 2). Personality Word List (PWL) by Deo, P. (1971) for measuring self-concept.

Statistical Techniques Used:

Means, Standard Deviations and t-ratios

Data Collection and Scoring

After obtaining permission from the Headmaster of the chosen schools to administer psychological tests upon the secondary school students. The scoring was done as per the test manuals.

ANALYSIS OF DATA AND DISCUSSION OF RESULTS:

Analysis of data the investigator was studying the organized material in order to discover inherent facts. The data are studied from as many angles as possible to explore the new facts. Analysis requires an alert, flexible and open-mind. It is worthwhile to prepare a plan of analysis

before the actual collection of data in terms of significant tables that the data permitted. The results of the analysis on the study were presented here, the Secondary teachers to formulate the hypotheses tested as follows:

Table.1: Showing the Mean and S.Ds. Self-concept and Adjustment among the Secondary Schools Teachers

Variables	Mean	S.D
Adjustment	115.89	8.26
Self-concept	156.38	7.79

Table-2: Shows the Mean, SD's, Coefficient of Correlation and t-ratio towards Self-concept and Adjustment of Secondary Teachers

Variables	Mean	SD	r	t-ratio
Self-concept	65.88	3.35	0.271	3.275
Adjustment	58.25	5.70		

As per table No.2, it is observed that the Mean and SD's of Self-concept and Adjustment are 65.88 and 3.35 and 58.25, 5.70 respectively. The obtained t-ratio is 3.275 which is far greater than the DF value in any level and hence, can be marked very significant and the hypothesis one is accepted in respect of self-concept and adjustment. This study yields the conclusions that secondary teachers in Assam on their level of self-concept is higher satisfied than the low level of their dissatisfaction in Assam. Thus the first hypothesis was highly significant and fully accepted. Though there is positive relationship between self-concept and adjustment. They also go together and do not differ with each other.

Table No- 3: Table Showing Mean, S.D and T-ratios among the Variables

Variables	Mean	S.D	T-ratios
Adjustment	19.857	3.379	3.536
Self-concept	25.397	2.204	5.830
Sex	15.911	1.197	7.261

From the Table.No.3, indicates that the variables of self-concept, adjustment, and sex were significant and accepted respectively. Therefore, the third hypothesis as, 'There will be exists significant relationship between self-concept and adjustment', significant at 0.05 and 0.01 levels; found that average adjustment of diets teachers in Assam of Kamrup district. In order to make comparisons between job-satisfaction of Secondary teachers found the results was also significant. This study supported by Vhote (1973) results indicate that significant difference existed self-concept and of their home adjustment. Therefore, in this study found that all the variables were significant.

Table.4 : Showing Significant Difference between the Rural and Urban Teachers of Secondary Schools towards Self-concept

Sl.NO.	Groups	N	M	SD	t-ratio
1	Rural	60	35.01	4.93	5.693
2	Urban	60	37.98	4.01	

It is found Table NO. 4, that the calculated Mean and S.D of rural and urban students of secondary schools of Kamrup district are 35.01 and 4.93 and 37.98 and 4.01 respectively. As the t-ratio's values is 1.693 i.e less than tables values (1.98 at 0.05 level and 2.61 at 0.01 levels) at both level. So, there is no significant difference between the between the rural and urban secondary school teachers. The result shows no significant difference. Therefore the 1st hypothesis was retained.

In major conclusion:

Hence, the 1st hypothesis states as, “There is no significant difference between the adjustment and job-satisfaction of Secondary school teachers of Kamrup district”, is fully accepted among the teachers. Thus, the first hypothesis was highly significant and fully accepted.

Therefore, the 2nd hypothesis reads as “There will be significant differences between the male and female teachers with respect to Self-concept and adjustment,” is not significant and partially rejected but in case of correlation positive relationship between male and female of Secondary School teachers with respect of self-concept and positive relationship with adjustment .

SUGGESTIONS FOR FURTHER RESEARCH:

The focus in this issue is on putting education in values and for character building on the national agenda. For a change, let us leave current politics alone. It is speaking for itself and aloud. So, education is values for character building and integrated personality development are a since qua non for any nation building activity with adjustment and anxiety or for the success of any democratic enterprise. Replicative follow-up studies may be conducted for generalizability of results obtained in the present study. The findings of such study will help us to understand the existing conditions in educational planning to ameliorate there handicapped children; a similar study may be conducted in rural areas and other cities also.

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