

CHAPTER I

INTRODUCTION

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CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

Now a day's information technology is widely accepted , But in this information technology age educational system has main aim is over all development of student .For fulfillment of this aim development of personality is most important. There are many aspect of personality. The most important aspect is self-concept of an individual .In Rogers view, the self is the central ingredient in human personality and personal adjustment.

SELF-CONCEPT

The self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles. Beginning in infancy, children acquire and organize information about them as a way to enable them to understand the relation between the self and their social world. This developmental process is a direct consequence of children's emerging cognitive skills and their social relationships with both family and peers. During early childhood, children's self-concepts are less differentiated and are centered on concrete characteristics, such as physical attributes, possessions, and skills. During middle childhood, the self-concept becomes more integrated and differentiated as the child engages in social comparison and more clearly perceives the self as consisting of internal, psychological characteristics. Throughout later childhood and adolescence, the

self-concept becomes more abstract, complex, and hierarchically organized into cognitive mental representations or self-schemas, which direct the processing of self-relevant information.

“The organized set of characteristic of that individual perceived as peculiar to her/him.” (Carl Rogers)

Rogers describe self as social product developing out of interpersonal relationship and striving for consistency.

In area of personality development there is often a lot being said about the need to remain positive mental attitude (PMA) However, what is less talked about importance of your self-concept and self-esteem and how these key factors directly influence your ability to maintain a positive mental attitude (PMA).

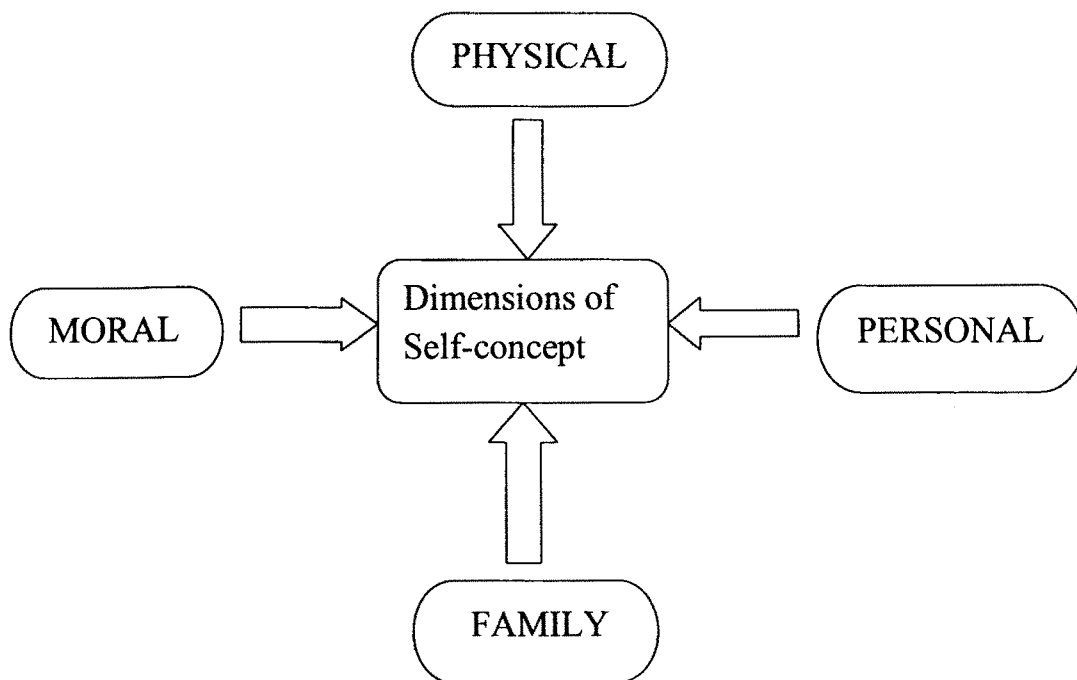


Fig 1. Dimension Of Self-concept

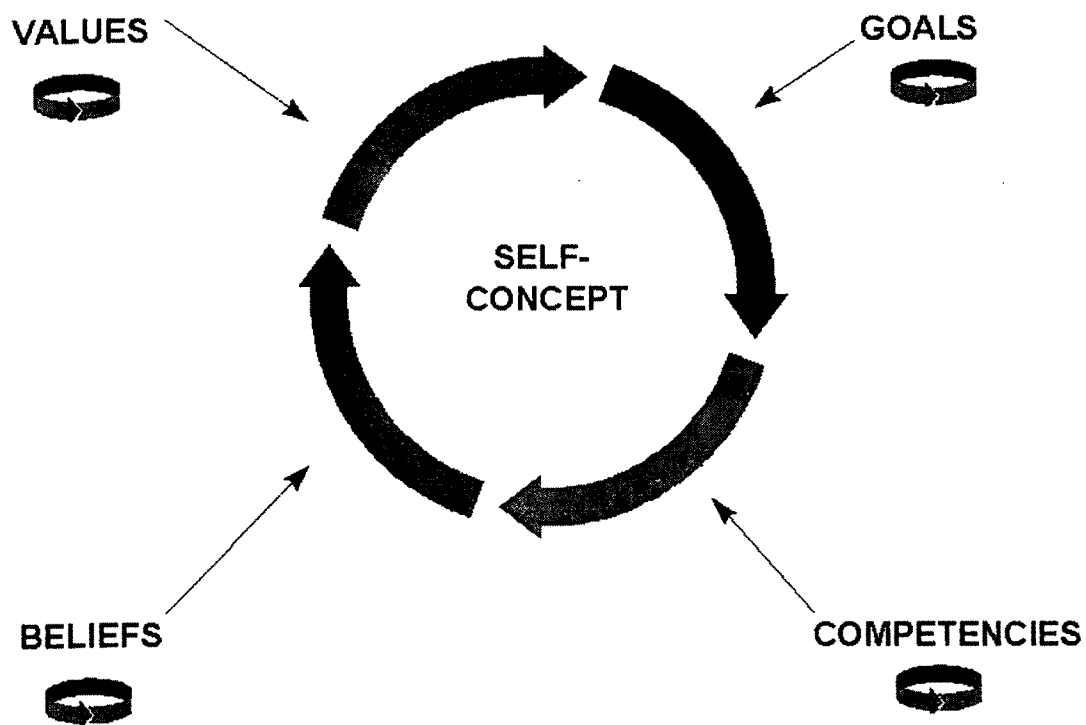


Fig. 2. Aspects of self-concept

Self-concept is influenced by our sense of identity. Two things have powerful effects on our self-concept:

1. the opinions and judgments other people make of us social
2. comparisons - perceptions of the ways in which you are similar to and different from other people.

These will, in turn, influence a very important part of our self-concept our self-esteem

Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and nonacademic's). While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept

The self-concept is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes. For example, the statement, "I am lazy" is a self-assessment that contributes to the self-concept. In contrast, the statement "I am tired" would not normally be considered part of someone's self-concept, since being tired is a temporary state. Nevertheless, a person's self-concept may change with time, possibly going through turbulent periods of identity crisis and reassessment.

The self-concept is not restricted to the present. It includes past selves and future selves. Future selves or "possible selves" represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming. They correspond to hopes, fears, standards, goals, and threats. Possible selves may function as incentives for future behavior and they also provide an evaluative and interpretive context for the current view of self.

Self-concept-the way in which one perceives oneself-can be divided into categories, such as personal self-concept (facts or one's own opinions about oneself, such as "I have brown eyes" or "I am attractive"); social self-concept

(one's perceptions about how one is regarded by others: "people think I have a great sense of humor"); and self-ideals (what or how one would like to be: "I want to be a lawyer" or "I wish I were thinner").

Philosophical view of self-concept:

While a number of philosophers and psychologists have addressed the idea that behavior is influenced by the way people see themselves, investigation into the importance of self-concept is most closely associated with the writings and therapeutic practices of Carl Rogers. The self and one's awareness of it lie at the heart of Rogers' client-centered therapy and the philosophy behind it. According to Rogers, one's self-concept influences how one regards both oneself and one's environment. The self-concept of a mentally healthy person is consistent with his or her thoughts, experiences, and behavior. However, people may maintain a self-concept that is at odds with their true feelings to win the approval of others and "fit in," either socially or professionally. This involves repressing their true feelings and impulses, which eventually causes them to become alienated from themselves, distorting their own experience of the world and limiting their potential for self-actualization, or fulfillment. The gulf between a person's self-concept and his or her actual experiences (which Rogers called incongruence) are a chronic source of anxiety and can even result in mental disorders. According to Rogers, a strong self-concept is flexible and allows a person to confront new experiences and ideas without feeling threatened.

Social view of self-concept:

Social psychologists have pointed out that self-concept also plays an important role in social perception-the process by which we form impressions of others. Attribution-how we explain the causes of our own and other people's behavior-is particularly influenced by our own self-concept. Social learning theory is also concerned with the ways in which we view ourselves, especially in terms of our perceived impact on our environment. In the first major theory of social learning, Julian B. Rotter claimed that the expected outcome of an action and the value we place on that outcome determine much of our behavior. For example, people whose positive self-concept leads them to believe they will succeed at a task are likely to behave in ways that ultimately lead to success, while those who expect failure are much more likely to bring it about through their own actions. In a general theory of personality he developed subsequently with two colleagues, Rotter designated variables based on the ways that individuals habitually think about their experiences. One of the most important was I-E, which distinguished "internals," who think of themselves as controlling events, from "externals," who view events as largely outside their control. Internal-external orientation has been found to affect a variety of behaviors and attitudes.

ADJUSTMENT**MEANING AND DEFINATIONS**

The dictionary meaning of the word 'adjustment' is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify one or both of

them to correspond to each other. In some situations, one of the factors may not be changeable and so the one which is, has to be modified in some way to suit the other. The extension of a ladder by a suitable length to reach an upper story window is a good example of such adjustment. Wearing of clothes according to the requirements of the seasons is another such example as ordinarily, it is beyond our capacity to change the seasons according to our clothes. Modern technology has, of course, made it possible to adjust the temperature inside dwelling houses and workplaces to harmonize with our needs.

There has been a continuous struggle between the needs of the needs of the individual and the external forces since time immemorial. According to Darwin's (1859) theory of evolution, those species which adapted successfully to the demands of living, survived and multiplied while others who did not, died out. Therefore, the adaption or changing of oneself or one's surroundings according to the demands of the external environment became the basic need of our survival. It is as true today with all of us as it was with the with Darwin's primitive species. Those of us who can adapt or adjust to the needs of changing conditions can live happily and successfully, while others either vanishes lead miserable lives or prove a nuisance to society. However, the concept of adjustment is not so simple as adaptation. Psychologists and scholars differ considerably in interpreting its meaning and nature as can be seen from the following definitions:

“Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like.”

Webster (1951)

“Adjustment is process of findings and adopting modes of behavior suitable to the environment or the changes in the environment.”

Carter V. Good (1959)

“Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.”

Shaffer (1961)

“An individual’s adjustment is adequate, wholesome or helpful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment.”

Crow and Crow (1956)

Shaffer’s definition underlines one’s needs and their satisfaction. Human needs are vital, indispensable and urgently requisite. One feels adjusted to the extent that one’s needs are gratified or are in the process of being gratified. The individual tries to bring about changes in his circumstances in order to overcome the difficulties in the fulfillment of his needs. Sometimes, he reduces his needs and as a result he may feel satisfied within the limits of his environment. He thus tries to maintain a balance between his needs and his capacity of realizing these needs and as long as this balance is maintained, he remains adjusted. As soon as this balance is distributed, he drifts towards maladjustment.

In addition to his own basic needs, an individual is also subject to certain demands of society. If he thinks only in terms of satisfying his own needs without thought of the norms, ethics and cultural traditions of society, he will not be adjusted to his environment. Adjustment does not cater only to one's own demands but also to the demands of society. It may, therefore, be stated that in its comprehensive connotation, adjustment is a condition or state in which the individual's behavior conforms to the demands of the culture or society to which he belongs and he feels that his own needs have been, or will be fulfilled.

Adjustment involves the gratification of a person's needs as governed by the demands of various environmental situations. This is not, however, a one-way process: an individual maintains the balance between himself and his surroundings either by modifying his own behavior or by modifying the environment. In this context, as Arkoff (1968) states

Adjustment is the interaction between a person and his environment. How one adjusts in a particular situation depends upon one's personal characteristics as also the circumstances of the situation. In other words, both personal and environmental factors work side by side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment.

Adjustment as Achievement or Process

Adjustment can be interpreted as both, process and the outcome of that process in the form of some attainment or achievement. When a poor child studies under

the street light because he has no lighting arrangement at home he is said to be in a process of adjustment. What he attains in terms of success in his examination or the fulfillment of his ambition or pride in his achievement is nothing but the result of his adjustment to his self and his environment. Thus, adjustment as an achievement means how the effectiveness with which an individual can function in changed circumstances and is, as such, related to his adequacy and regarded as an achievement that is accomplished either badly or well (Lazarus 1976).

Adjustment as a process describes and explains the ways and means of an individual's adaptation to his self and his environment without reference to the quality of such adjustment or its outcome in terms of success or failure. It only shows how individuals or groups of people cope under changing circumstances and what factors influence this adjustment. Let us now consider some salient features of adjustment as an interaction between a person and his environment.

Continuous Process

The process of adjustment is continuous. It starts at one's birth and goes on without stop till one's death. A person as well as his environment are constantly changing external environment. Consequently, the process or terms of an individual's adjustment can be expected to change from situation to situation and according to Arkoff (1968), there is nothing like satisfactory or complete adjustment which can be achieved once and for all time. It is something that is constantly achieved and received by us.

Two-way process

Adjustment is a two-way process and involves not only the process of fitting oneself into available circumstances but also the process of changing the circumstances to fit one's needs. Emphasizing this two-way nature of the adjustment process, Robert W. White (1956) writes:

The concept of adjustment implies a constant interaction between the person and his environment, each making demands on other. Sometimes adjustment is accomplished when the person yields and accepts conditions which are beyond his power to change. Sometimes it is achieved when the environment yields to the person's constructive activities. In most cases adjustment is compromise between these two extremes and maladjustment is failure to achieve a satisfactory compromise.

Areas of Adjustment

Thought the numerous efforts at measuring adjustment through inventories and other techniques, these aspects have been identified and various tests have been constructed to access their dimensions. For example, Bell (1958) has taken five areas or dimensions in his adjustment inventory namely, home, health, social, emotional and occupational.

1. Health and physical development.
2. Finance, living conditions and employment.
3. Social and recreational activities.
4. Courtship, sex and marriage.
5. Social psychological relations.

6. Personal psychological relations.
7. Moral and religious.
8. Home and family.
9. Future –vocational and educational.
10. Adjustment to school and college work.
11. Curriculum and teaching

In this way adjustment of person is based on the harmony between his personal characteristics & the demand of environment of which he is part .personal & environmental factor work side by side in bringing about his harmony.

Measurement of adjustment

Measurement as an instrument of inquiry is now frequently used in behavioral science. At a general level of classification in behavioral science, the following five different types of measuring techniques are used:

1. Testing techniques.
2. Projective techniques.
3. Sociometric techniques.
4. Inventory techniques.
5. Scaling techniques.

In the Areas of Measurement of adjustment, Inventory techniques are the most popular because they have many advantages compared to other techniques. Testing techniques can only be used to assess the characteristics of an individual at the conscious and Projective techniques only at unconscious level. The

adjustment behavior, the adaptation to changed circumstances involved both conscious & unconscious behavior therefore two techniques separately are unable to give a proper assessment of an individual's adjustment.

Inventories & Measures of adjustment:

1. Bells adjustment Inventory developed by Hugh M. Bell.
2. Edward's personal preference schedule (EPPS) Published by psychological corporation, New York.
3. The Mooney Problems checklist .
4. Teacher adjustment Inventory developed by S.K.Mangal.
5. The Joshi's adjustment Inventory developed by M.C.Joshi & Jagdish Pandey.

Characteristic of Well-Adjusted Person:

1. Awareness of his own strengths & limitations.
2. Respecting him & others.
3. An adequate level aspiration.
4. Satisfaction of basic needs.
5. Flexibility of behavior.
6. The capacity to deal with adverse circumstances.
7. A realistic perception of the world.
8. A feeling of ease with his surroundings.
9. A balanced philosophy of life.

Adjustment is not simple term like adaption or accommodation .It is actually a condition or state of mind and behavior in which one feel that one's needs have been ,or will be ,gratified .The satisfaction of these needs however must lie within the framework and requirement of one's culture and society .As

long as this happens ,the individual remains adjusted ;failing this ,he may drift towards mal-adaptation and mental illness .

Adjustment can be interpret in both ways ,as a process as well as the outcomes of that process in the form of some attainment or achievement .While adjustment as an achievement implies the effectiveness (good satisfactory or bad) with an individual can function in changed circumstances ,adjustment as a processes show how an individual adjusted under changing circumstances and what influences this adjustment.

1.2 STATEMENT OF PROBLEM

A STUDY OF RELATIONSHIPS AMONG THE SELF-CONCEPT, ADJUSTMENT AND ACADEMIC ACHIEVEMENT WITH SCIENCE AND MATHEMATICS METHODOLOGY STUDENT TEACHERS

1.3 DEFINITION OF TERMS

Self-concept

Conceptual definition

“The organized set of characteristic that individual perceive as peculiar to him/her.”

(Carl Rogers)

Operational definition

For the purpose of this study self-concept of Science & Mathematics' methodology student teacher was measured by R.K.Saraswat's standardized test.

Adjustment

Conceptual definition

“Process of adapting behavior to new or changed environment.”

(Terry page & Thomas)

Operational definition

For the purpose of this study adjustment of Science & Mathematics' methodology student teacher was measured by Palsane's standardized test.

Achievement

Conceptual definition

“Performance in school or colleges in standardized series of educational test.”

(Terry page & Thomas)

Operational definition

For the purpose of this study student teachers admitted in B.Ed. colleges for Science & Mathematics methodology of year 2008-09 were considered.

Science

Conceptual definition

“Science is cumulative and endless series of empirical observations which results in formulation of concept and theories with both concept and theories beings subject to modification in the light of further empirical observation, science is both a body of knowledge and the process of acquiring and refining knowledge.”

(The science Manpower Project)

Mathematics

Conceptual definition

“Science of magnitude and numbers .”

Science & mathematical methodology

Operational definition

For the purpose of this study Science & Mathematics method of B.Ed. syllabus prepared by Shivaji University Kolhapur, for the year 2008-09 was considered.

Student teacher

Conceptual definition

“Trainee teacher particularly engaged in teaching practices in school.”

(Terry page & Thomas)

Operational definition

For the purpose of this study, Science & Mathematics' methodology student teacher of B.Ed. in year 2008-09 were considered.

1.4 OBJECTIVES

1. To study the self-concept of science& mathematics methodology student teachers.
2. To study the adjustment of science& mathematics methodology student teachers.
3. To study the academic achievement of science& methodology mathematics student teachers.
4. To study the relationship between self-concept and adjustment of science & mathematics methodology student teachers.
5. To study the relationship between self-concept and academic achievement of science& mathematics methodology student teachers.
6. To study the relationship between adjustment and academic achievement of science& mathematics methodology student teachers.
7. To study the relationship among self-concept, adjustment and academic achievement of science& mathematics methodology student teachers.

1.5 ASSUMPTIONS

- 1) Every B.Ed student teacher has his own self-concept.
- 2) Self-concept is measurable by self-concept test.
- 3) Adjustment is measurable by adjustment inventory.

1.6 HYPOTHESES

- 1) There is relationship between self-concept and achievement.
- 2) There is relationship between adjustment and achievement.

Null Hypothesis

1. There is no significant relationship/association between self-concept and Health adjustment of science & mathematics student teachers.
2. There is no significant relationship/association between self-concept and Education adjustment of science & mathematics student teachers.
3. There is no significant relationship/association between self-concept and social adjustment of science & mathematics student teachers.
4. There is no significant relationship/association between self-concept and personal adjustment of science & mathematics student teachers.
5. There is no significant relationship/association between self-concept and Health adjustment of science & mathematics student teachers.
6. There is no significant relationship/association between self-concept and achievement of science & mathematics student teachers.

7. There is no significant relationship/ association between Health adjustment and achievement of science & mathematics student teachers.
8. There is no significant relationship/ association between Educational adjustment and achievement of science & mathematics student teachers.
9. There is no significant relationship/ association between Social adjustment and achievement of science & mathematics student teachers.
10. There is no significant relationship/ association between Personal adjustment and achievement of science & mathematics student teachers.
11. There is no significant relationship/ association between Social adjustment and achievement of science & mathematics student teachers.

1.7 DELIMITATIONS OF STUDY

- 1) Present study is limited to student teachers of Marathi medium B.Ed colleges only.
- 2) Present study is limited to B.Ed. colleges affiliated to Shivaji University Kolhapur.
- 3) Each 5 colleges of aided and 5 non aided B.Ed. colleges are considered for study.
- 4) The study was conducted in year 2008-09.

1.8 SCOPE OF THE STUDY

In support of the study Whitney says “it will provides information concerning who, what, where and how many to define a problems means to put a fence around it to separate it, by careful distinction from like question, found in related situation of need” .

- 1) The study Self-concept of science & mathematics methodology student teachers of B.Ed. colleges affiliated to Shivaji University, Kolhapur.
- 2) The study adjustment of science & mathematics methodology student teachers of B.Ed. colleges affiliated to Shivaji University, Kolhapur.
- 3) All student teacher science & mathematics methodology student teachers of B.Ed. colleges affiliated to Shivaji University, Kolhapur.

1.9 SIGNIFICANCE OF RESEARCH

Science is the foundation of higher education. The results of study is useful for & student teacher of all B.Ed colleges to know relationship between self-concept& achievement as well as relationship between self-concept& adjustment. It is also use for improving student academic achievement with the help of developing positive self-concept. Student teacher can prepare program for develop positive self-concept of student .so this is very useful & important study in the field of education. Hence this piece of research work is important. This research was done on student teacher of Science &Math’s methodology, these students will becomes future teachers to teach, Science & Math’s subject. they must know the relation between self-concept adjustment& achievement therefore they can not only take care of students achievement but also self-concept, adjustment. The

results and conclusions of this study will be generalized to all Marathi medium B.Ed. colleges of Maharashtra.

CHAPTERIZATION

I. INTRODUCTION

It includes Statement of problem & specific theories and variables with which the study is related definitions, main purpose & hypothesis & definitions of terms, significance of the problems, important assumptions & limitations, significance.

II. REVIEW OF RELATED LITERATURE

In this chapter review of related literature & researches are given.

III. PLAN AND PROCEDURE

In this chapter researcher deal with research method, sample, tools & techniques of data collection.

IV. ANALYSIS AND INTERPRETATION OF DATA

In this chapter results & analysis is represented with the help of statistical techniques, tabulation, pictorials representation, critical discussion & results are drawn.

V. SUMMARY ,SUGGESTION AND CONCLUSIONS

Statement of problem, procedure used, main findings conclusions, recommendations, suggestion for further research are included in this chapter.