

Self-concept and Anxiety: A Study in context of Locality and Gender

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Abstract

Education has a pivotal role for the development of the adolescence for future upliftment of the society. Highlighting the role of education it is a need of an hour to promote the self-concept as it gives concrete base to the progress. Self-concept is multidimensional construct which refers to an individual perception about self. (Hoffman 2004). On the other, everyone experiences anxiety. It is natural emotion which is symbolised through stirring of worries, fear which alarms that a sudden threatening change is near (DP, D. 2011). The present Study deals with the self-concept and anxiety of adolescence in durg district. A sample of 100 adolescence from std. ix is taken as sample by random sampling technique. To measure self-concept of adolescence self-concept scale developed by Sara swat and anxiety scale developed by Sinha's is used. The result shows that there exit a significant co-relation between the anxiety and self-concept of adolescence in durg district.

Introduction: Self-concept as a rule implies that how somebody contemplates or see, claims self. Roger (1959) remarked that self is a sorted out, reliable and conceptual structure made out of impression of the qualities of I and Me. Lewis (1990) featured the two aspects for the conceptual improvement of self- i.e. Extential Self and Categorical self. Extensial self alludes to reliable mindfulness about the sensuality of feeling discrete and distinct of I and Me from others. Whereas, Categorical self refers to the ability of a human to keep her/himself which he/she in the specific grouping of I as gender. Carl Rogers (1959) characterised the 3 segments of the self. Self-image allude to the people see about the self. Self-Esteem-The esteem an individual spot to claim self. Ideal-self-Considering self as he/she need to be. Summation to the above definition mirrors the self-concept as people those qualities which he/she really sees as being a part of him/her self. In Psychological term, self-concept manages the demeanour feeling assessment and impression of own self as an object (Hall and Lindzey 1970). Self-concept is a phenomenon about the self-perception or image. Adolescence assesses himself or herself in region (area) in which the person consider achievement important. Adolescence have both constructive and contrary conception about self-dependent on their areas individually.

Anxiety:

Everybody experiences Anxiety, It is characteristics as an essential emotion, signalling through stirrings of worry, fearfulness and alert that peril or a sudden understanding change is near. Yet once in a while anxiety turns into a misrepresented, undesirable response. For some adolescence anxiety turns into a chronic, high pitched state, interfering with their capacity to go to class and to perform up to their scholarship potential. Participating in extracurricular activities, making and keeping friends and keeping up a steady, adaptable relationship inside the family moves towards becoming difficult. Sometime anxiety is restricted to generalised free skimming sentiments of uneasiness. At other times, it forms into frenzy pull in and fear.

Adolescence capacity to bargain with anxiety can fluctuate significantly dependent on their individual characteristics. The American Academy of Child and Adolescence Psychiatry (AACAP) reports that for some teens, anxiety turns into an unending issue and meddles with their capacity to go to class and perform up to their scholarly potential. According to the AACAP anxiety indications tends to incorporate over the excessive way and vigilant. High dimension of anxiety can contrarily influence the lives of children and adolescence. Specialist recommended that the predominance of anxiety issue in children and adolescence might be as high as 20% (Costello and Angold 1995 ; Manassis , AveryButalia 2004). In India, the principle reported reason for uneasiness among school Youngsters and puberty is guardians high instructive desires and weight for scholastic accomplishment (Deb, 2001).

Effect of self-concept on anxiety of adolescence:

A major conception of self-concept manages the enthusiastic and social acknowledgment and rejection in the society and it is vital that the pre-adulthood who encounters a great deal of acknowledgement will have higher self-conception viseversa, rejection manages lower self-conception. This can be amplified for individuals who have anxiety issues related with the other. Individuals who have a low estimating rate of their self-concept are probably going to demonstrate certain identity characteristics. For example- Shyness, Reserved state loneliness (kaliopusks et al 1991).

Review of literature:

In the course of recent decades, the necessities to focus on build up the nature of self among students has raised a lot. Adolescence is the transitional phase of advancement. Piaget Portrays adolescence as a phase of life in which thought of individual begins to end up theoretical as opposed to egocentrics. There are numerous researches directed to asses' concept of self and anxiety among adolescence. Recent study have concentrated on the relationship of self-concept and anxiety among adolescence with reference to locality and gender .Khodapanahi and hamid Tarkhorani (2007) learned about the connection between self-concept ,self-esteem anxiety, depression and scholastic accomplishment and results inferred that antagonistic relationship exist between self-concept, self-regard with gloom and nervousness. Comparable outcome is likewise found in the investigation of Fite's et al (1992). Individual who have a low evaluating rate of self-concept are probably going to demonstrate certain qualities like shyness loneliness, resrves state living etc (Kaliopusks et al 1991).

Methodology:

Ojectives:

- To study the relationship between self-concept and anxiety of adolescence in durg district.
- To Study the relationship of self-concept and anxiety of adolescence in durg district with reference to locality and Gender.

Sample :

For the present study total 100 students from std ix were taken as sample.

Research Design :

Variables	Independent Variable- Locality and Gender Dependent Variables-Anxiety and Self-concept
Tools	Self-concept scale developed by Saraswat Anxiety Scale developed by Sarkar and Das.
Statistic	Mean SD and r-value

Result and Conclusion

H₁. There exist significant relationship between self-concept and anxiety of adolescence in durg district.

S.no.	Variables	N	Co-relation	Remark
1.	Self-Concept	100	0.87	Significant
2.	Anxiety	100		

The Calculated co-efficient of co-relation between the scores of self-concept and Anxiety was found to be 0.87 which is significant at 0.05 level. Thus it is concluded that the proposed hypothesis is accepted. Significant relationship between self-concept and anxiety of adolescence in durg district exists.

H₂ - There exist significant relationship between self-concept and anxiety with reference to Locality.

S.No.	Locality	N	Self-concept M	Anxiety M	r-value	Remark
1.	Urban	50	34.83	29.25	0.385	Significant
2.	Rural	50	31.8	25.86	0.314	Significant

The calculated coefficient of correlation between the scores of self-concept and anxiety with reference to urban area in durg district were found to be 0.385 and rural area is 0.314 respectively. Thus proposed hypothesis is accepted.

H₃ - There exist significant relationship between self-concept and anxiety with reference to Gender.

S.No.	Gender Urban	N	Self-concept M	Anxiety M	r-value	Remark
1	Boys	50	38.84	30.61	0.243	NS
2	Girls	50	25.11	33.39	0.213	NS

The calculated coefficient of correlation between the scores of self-concept and anxiety with reference to Gender in durg district were found to be 0.243 and girls is 0.213 respectively. Thus, proposed hypothesis is rejected.

Conclusion:

The reason for the investigation is to attract regard for the early adolescence self-concept and anxiety. The outcome bolster the theory expressing that there exist a huge connection between the self-concept and anxiety among adolescence in durg district. The measurable count demonstrates the moderate connection between the self-concept and anxiety of a puberty. The relationship in present study is found to be moderate as many other variables like depression, environment etc. In India, the principle reported reason for uneasiness among school Youngsters and puberty is guardians' high instructive desires and weight for scholastic accomplishment (Deb, 2001). An exploration done by Fite's et al (1992) result demonstrate a modify co-connection among anxiety and self-concept, for sure high anxiety is applicable with low self-concept and high self-concept is in connection with confirmed demeanour towards school. There result demonstrate that self-concept and anxiety have an earth shattering job on mental health so that with a decrease in these components, manifestations and attributes of anxiety, depression, loneliness and being held and if persistent, serious problem will ensure. (Kaplan et al., 1995).

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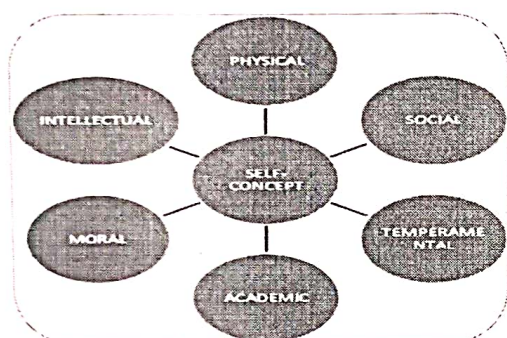


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ADJUSTMENT AND SELF-CONCEPT: A RELATIONAL STUDY WITH REFERENCES TO DURG DISTRICT

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ABSTRACT:

Adolescent's self-concept is an important issue, since their behaviour their choices, their relationship with other people and the development of their personality are affected by it. His belief about himself and his abilities collar nearly all his actions and interactions. The extent to which an individual is able to develop a sense of identity will depend upon the degree of successes he achieves in resolving the crisis related to all the previous stages. The lack of self-identification and role confusion may also lead to over identification with villains and clowns, showing a type of childish and impulsive behaviour

or developing conformity in taste and style and intolerance of others. The researcher has selected the problem which is completely based on cognitive aspect to find out the relationship of adjustment of adolescents with their different self-concepts. It is attempted to show a better way of remedial measures in the educational field. For the present research the total 100 students were selected randomly from std IX of Durg district and the conclusion drawn reveals that there is highly positive correlation between two variables i.e. self-concept and adjustment. An adolescent having positive and good self-concept about himself is best adjusted in all dimensions whether it is home adjustment, health adjustment, social adjustment or emotional adjustment.

KEYWORDS: actions and interactions, Adolescent's self-concept.

INTRODUCTION

Predetermination of any nation rely on its Youth. India can't be an outstanding of this statement. Adolescence is a period in which a tyke needs to make his self-picture and character. Self-concept is started by physical mindfulness. Familiarity with our external appearance, social status, the manner in which he dress, the style of language we use, even the hobbies we pursue. All these

things of data add to set up a feeling of self. Thus we can say that an immaturity needs adolescence to set up himself as a well self-imaged with great societal position need to modify himself in a decent manner. So both self-concept and change are connected with each other. Adolescence period likewise allude to the time of character versus perplexity. Adolescence start to look through their very own personality. He endeavors to keep balance among himself and his condition by his identity characteristics. He feel kind of passionate strain,

uneasiness and anxiety when he does not alter himself in the social condition. One side a well-balanced pre-adult can turn into the wellspring of motivation and solidarity to his family and shelter to the general public, same on the opposite side maladjustment of an adolescent may cause progressively terrible impact on the network and the country.

As the self-concept and change assume vital job in the identity development and the individual especially, the need was felt by the specialist to bring arrangement of the modification

of the understudies by their self-concept. In this way the present examination has much importance to quantify the measure of modification on school understudies and it is endeavoured to demonstrate a superior method for healing measure in the instructive field.

ADJUSTMENT

A literal meaning of adjustment is arrangement or settlement. Individuals who can acclimate to the physical, social, financial, and instructive conditions are called well-adjusted, and the individuals who are not ready to change are called maladjusted. Zamr, M. (1990). In brain science we can characterize those terms as ordinary or anomalous. The dictionary meaning of the word "adjustment" is to fit, to make suitable, adopt, arrange, modify, harmonize or make correspondent. Thus, when we make a change between two things, we receive or adjust either of them to compare to one another. In certain circumstances, one of the components may not be variable; thus the one which is, must be changed somehow or another to suit the other. For precedent, wearing of garments as indicated by the necessities of the seasons. It is beyond our ability to change the seasons as indicated by nature, become the fundamental requirement for our survival.

In short, adjustment is a state of person where he tries to keep his needs way of gratification within the requirements of various situations in his environment. One should remember that only a well-adjusted student can take full advantage from his studies according to his age, interest, aptitude, and self-concept.

SELF-CONCEPT:

Self-concept is the set of perceptions or reference points that the subject has about him.

Self-concept is the sum total of the entire individual can call "I" or "me". It alludes to those recognitions, convictions, and emotions. Dispositions and qualities which the individual perceives as a section or characteristics of him. Saraswat (1990). Accordingly, self-concept alludes to person's recognition or perspective on himself. The significance of self-concept ventures from its outstanding commitment to identity development. It impacts how the individual feels, how the person considers, learns, esteems oneself, identifies with others and at last, how he/she acts. Justin Pikanas conceives "self" in somewhat wider term, including evaluation of self and defines self as the group of perceptions, evaluations and other possessions which refers to one's own sense of the personal identity.

Adjustment and self-concept are related with each other. An individual's behaviour is a function of his self-concept and depends upon the way in which he perceives the situation. 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 lightening 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 fulfilment of his ambition or pride in his achievement is nothing but the result of his adjustment to his self and his environment. Agnihotri (1970). Self-concept is the core of the personality pattern; it influences all aspects of the human behaviour, whether the individual will be adjusted or maladjusted in his life depends largely upon the extent and the nature of the development of his self-concept. Quality of the nation depends upon the quality of education imparted to its citizen and success and failure of a teaching-learning process largely depends upon the self-concept and adjustment of the students. Aggarwal, M.C. (1970). The investigator realized the importance of the relationship between self-concept and adjustment. She, therefore, thought it is quite significant to conduct a study to find out the relationship between self-concept and adjustment of the adolescent.

METHODOLOGY:

Objectives:

- To compare the self-concept of adolescence as per their genders.
- To compare the adjustment of adolescence as per their genders.
- To find out the correlation between adjustment and self-concept as per their gender.

Sample :

For the present study total 100 students of std ix from durg district were taken as sample.

Research Design :

Variables	Independent Variable- Males and Female students of class IX. Dependent Variables-Adjustment and Self-concept
Tools	Self-concept scale developed by saraswat Adjustment inventory developed by bell
Statistic	Mean,SD,t-value and r-value

ANALYSIS AND INTERPRETATION OF DATA :

- To compare the self-concept of adolescence as per their genders.

Table -1

Means,S.D. and t-score of male and female adolescents on self-concept scale

S.NO.	Dimensions	No. of Males	Male Mean and S.D.	No. of Females	Female Mean and S.D.	t- Score
1.	Physical	50	25.56	50	21.67	5.23
2.	Social	50	23.04	50	27.34	2.60
3.	Temperamental	50	28.8	50	19.67	0.33
4.	Educational	50	21.52	50	26.86	2.88
5.	Moral	50	26.04	50	27.34	1.19
6.	Intellectual	50	22.94	50	25.52	0.53

Interpretations-

- In order to compare the difference in the self-concept of the adolescence ,mean on six dimensions of self-concept namely physical ,social ,temperamental, emotional moral and intellectual were calculated.
- The table reveals that male adolescents scored higher mean score as compared to females on physical and temperamental aspect of self-concept. Female adolescents scored significantly higher mean on the dimension namely social, educational, moral and intellectual.
- On the dimension of physical aspect ,the mean score of male adolescent is 25.56as compared to female adolescents whose mean score is 21.67.SThe difference of means score is significant ,It means male students have high self-concept about physical.
- Male adolescents have low mean score 23.04 in comparisions to female adolescents 27.34. The difference is not significant, It can be concluded that female adolescents are socially good than mole adolescents.
- On temperamental scale the t-score is not significant. Male adolescent got high score 28.8 than female adolescent 19.67 the result indicates that male adolescent are superior on temperamental level.
- Educational, Moral and Intellectual means of females are more than male hence it means that female are superioron all the three the dimensions of self-concept.
- To compare the adjustment of adolescence as per their genders**

Table -2

Means, S.D. and t-score of male and female adolescents on Adjustment scale

S.NO.	Dimensions	No. of Males	Male Mean	No. of Females	Female Mean	t- Score
1.	Home Adjustment	50	6.44	50	3.88	5.76
2.	Health adjustment	50	5.5	50	6.14	1.47
3.	Social Adjustment	50	7.99	50	6.81	0.71
4.	Emotional Adjustment	50	3.63	50	9.45	8.92

Interpretations-

- The mean score of male adolescent is higher than the mean score of the female adolescents on home adjustment, the t score is significant at both levels of significance.
- On health adjustment, the mean score of female adolescent is significantly higher than male adolescents. It means that they need to be taken care of their health. The mean difference is not significant.
- On social Adjustment, the mean score of male adolescents is 7.99 and of female adolescent is 6.81. It means male adolescent are socially more adjusted than female adolescents. The mean difference is not significant.
- But emotionally, female adolescents are stronger than male adolescents. The mean score of male adolescents 3.63 is so less in comparison to female adolescent 9.45. the t ratio is more significant. It means hypothesis are rejected.

To find out the correlation between adjustment and self-concept as per their gender.

Table -3

Coefficient of correlation between self-concept and adjustment as per their gender.

S.NO.	Dimensions	N	Correlation	Remark
1.	Self-concept	50	0.87	Significant
2.	Adjustment	50		

In order to find the coefficient of correlation Karl Pearson Method was applied. The value of r so obtained was 0.87 which shows that there is highly positive correlation between two variables i.e. self-concept and adjustment. An adolescent having positive and good self-concept about himself is best adjusted in all dimensions whether it is home adjustment, health adjustment, social adjustment or emotional adjustment.

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