

A COMPARATIVE STUDY OF SOCIAL ADJUSTMENT, SELF CONCEPT AND STRESS BETWEEN EDUCATION AND PHYSICAL EDUCATION STUDENTS

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Abstract

The present study is undertaken with three main objectives in view, (i) To compare the Social Adjustment of Education and Physical Education students. (ii) To compare the self-concept Social Adjustment of the Education and Physical Education students. (iii) To compare the Stress of Education and Physical Education students. The population under study comprises 50 students of B.Ed. and 50 students of B.S.Ed. of Noida College of Physical Education, G.B Nagar. The results indicate that there is significant difference in the Self Concept between the Education and Physical Education students, but there is no significant difference on the Stress and the Social Adjustment between the Education and Physical Education Students. The current research surveyed education student physical and non-physical regarding their own perceptions of stress, self-concept and social adjustment. These three are the most important attributes and the key of understanding the behaviour of an individual. Thus, the goal of the current research is to study how these three attributes play a role in the lives of physical and non- physical education students.

Keywords — Education Student, Physical Education Students, Social Adjustment, SelfConcept and Stress.

INTRODUCTION

Education is a life-long process. It makes an individual a real human being. It is the most essential ornament one can possess. It is the most important factor in the development of an individual. It is well accepted fact that every human being is an individual with his own unique characteristics and ways of responding and behaving. There are various ways of responding and behaving. A person can be either positive or negative, can make one's life a happy one or a miserable one can make one a successful person ora failure. These facts are true of every individual in every sphere of life. Physical education is concerned with the process of education that is related to the activities which develop and maintain the human body. It is often used in context of top various bodily characteristics such as physical strength, development of powers, health and appearance. When an individual is playing a game, running or performing any of the physical activities, education takes place simultaneously. This education may be conducive to the enrichment of the individual's life or it may be detrimental. It may bea staffing experience or it may be unhappy one. Education given in respect of physical well-being of a person 1s called physical education.

Its fundamental aim is to enhance the physique of a person. Physical well-being of a person is one of the most important aspects of personality therefore, physical education forms an integral part of curriculum. Physical education is much more than is mere drill or a series of regulated exercise.

Adjustment is when people increase their familiarity and comfort with their environments. It is said that difficulties in social and cultural adjustment are often accompanied by anxiety or depression, which create a situation of discomfort. Therefore, the concept of social adjustment is stressed upon during an individual's early life. It is often used as an umbrella term that includes various aspects of social contexts. Social adjustment is considered one of the major psychological factors contributing in shaping an individual. One needs to develop an ability to adjust in every environment and this, as a matter of fact, results in becoming a responsible citizen on the society. Be it a young child, an adult or an old person, social adjustment remains the most leading public concerns and therefore it is the responsibility of their fellow parents, educationist to imbibe social — values. Social adjustment depends on a duality, self-adjustment and the world you live in. It cannot exist if one of these doesn't play its role. One can evaluate social adjustment as a process and measure it is like an achievement. Although, there is no way to have successfully adjusted life, because something can be subject to change and prompt further adjustment therefore, it is believed successful adjustment brings a feeling of pride among everyone. In various studies, four aspects of social adjustment representing different types of social behaviours are highlighted. These are - quality of friendships, social anxiety, prosocial behaviours and aggressive behaviours. Achieving a high degree of social competence results include decreased aggression, improved self-control and increase in conflict resolution skills. It contributes to the well-being of an individual in the domains of social adjustment, academic performance and psychosocial development. Also, there has been a cognitive approach introduced to solve social adjustment problems by enhancing students problem solving skills. Another contributing factor is social experiences which rest on the foundation of certain relationships, and are important in the further development of social skills and behaviours. Temperament, being a major factor acting in favour of social adjustment and competence, is a construct that describes a person's biological response to the changing environment. However, as developmental changes occur in the structure and quality of interactions, as well as in cognitive and language abilities, these changes are said to affect the complexity of skills and behaviours contributing to socially competence. Hence, there can be multiple assessments that cover several dimensions of social development that are most likely to provide arich picture that effectively captures ways that promoted social adjustment. . An individual develops its social adjustment skills majorly in their education period and primarily from school. Behaviour in education institutions is a crucial element to measure the degree of social adjustment in individuals as that's when they develop formative relationships with peers. Education also comprises of academic adjustment along with social adjustment with a slight difference. While social adjustment is all about adjusting to the environment provided, academic adjustment orients specifically to academic learning. The process of such an adjustment is also often termed as a maturation process. Productively managing time effectively, developing close friendships, self-

development are all things that tag along in maturation process. Thus, for a student, regardless of academic background, academic and social adjustment coexists. While addressing education in social adjustment, social competence also plays a vital role. An existing tri-component model that views social competence as a multilevel construct is made up of social adjustment, social performance, and social skills. Social competence mainly reflects on having an ability to take account of other's perspective concerning a situation, learn from past one's own experiences and by observing other's experiences, and finally by applying that learning to the changes in social interactions. Thus, in a nutshell, social competence builds upon a foundation of expectations for future interaction, and upon which individuals develop perceptions of their own behaviour. All these together work towards a healthy social development.

Another attribute is Self-concept. Self-concept refers to a general term used to refer to how a person thinks about, evaluates, or perceives himself or herself. In other words, it can be said that to be aware of oneself means to have a concept of oneself. According to Baumeister (1999) the definition of self-concept is - "The individual's belief about himself or herself, including the person's attributes and who and what the self is". As the children grow, a part of the fundamental cognitive part of the self that develops in them is known as the self-concept. The self-concept is a knowledge representation which encompasses the knowledge about us, including the beliefs about our personality traits, physical characteristics, abilities, roles, goals, and values, along with the knowledge that we exist as individuals. As the children grow, going through childhood and adolescence, their self-concept tends to become more and more abstract and complex and forms into a variety of many cognitive aspects of the self, known as self-schemas. Children possess self-schemas regarding their appearance, their progress in school, their skills at curricular and non-curricular activities, and countless other aspects. Further, these self-schemas immediately inform their processing of self-relevant information (Harter, 1999). The self-reference effect which refers to the understanding that information that is processed in relationship to the self is particularly well remembered, is strong evidence that the self-concept assists us organize and remember information. Lewis (1990) suggests that the development of a concept of self has two aspects: (1) The Existential Self and (2) The Categorical Self. The Existential Self is "the most basic feature of the self-concept. It is the sense of being distinct and separate from others and the awareness of the constancy of the self" (Bee, 1992). The child reaches the realization that he or she exists as a separate and distinct entity from others and that he or she continues to exist over time and space.

The awareness of the existential self begins when the child is as young as two to three months old and this awareness arises partly because of the relation the child has with the world (Lewis, 1990). After realizing that he or she exists as a distinct being, the child then becomes conscious of the fact that he or she is also an object in the world. This aspect is referred to as the Categorical Self. People like the non-living objects, also have properties that can be experienced. So, the child starts to become aware of himself or herself as an object which has properties that can be experienced by others. The self as well can be put into categories such as gender, age, size, etc. In their early childhood, the children usually

apply categories to themselves which are very concrete in nature for example, their age, hair colour, height, and their favourite toys. Later, as the child grows their self-description starts to include less concrete and more abstract references to internal psychological attributes and comparative evaluations. According to Carl Rogers (1959) self-concept has three different components which are the view one has of oneself (self-image), how much value one places on oneself (self-esteem or selfworth) and what one wishes he or she was really like (ideal-self). Even though each person has a distinctive and unique self-concept, certain characteristics have been identified which are common across the responses provided by different people on the measure of self-concept. Physical characteristics is a chief component of the selfconcept and are mostly provided by people when they describe themselves. People give such importance to their physical characteristics with reference to self-concept as they realize that other people use those characteristics to judge them. According to McGuire et al (1978), physical characteristics are often listed by people that make them distinct from others in either positive or negative ways partly because they understand that these attributes are noticeable and thus likely to be used by others in order to judge them. A second component of the self-concept relating to personal characteristics is formed by personality traits which are "the specific and stable personality characteristics that describe an individual". The personality traits are significant determinants of behaviour. This aspect of the self-concept differs among persons. The third aspect of the self-concept reflects its more external and social components. For example, memberships in the social and communal groups that people belong to. Group memberships becomes an important share of the self-concept because they provide people with their social identity which refers to "the sense of our self that involves our memberships in social groups."

Stress is another essential attribute. Life exists through the maintenance of a complex dynamic equilibrium, that is constantly challenged by internal and external adverse forces, which can be emotional or physical in nature. These forces generate a state of strain or tension, often termed as stress. Stress is defined as the degree to which you feel overwhelmed or unable to cope as a result of unmanageable pressure. According to the World Health Organization (WHO), stress is a significant problem and affects both physical as well as the mental health of people. You may experience a range of feelings, such as anxiety, fear, anger, sadness, or frustration. These feelings feed on each other and produce physical symptoms. These can also leave a prolonged negative impact on one's mind. Digging deeper into the meaning of stress, it generally involves two things perception of pressure and body's response to it. This is more inclined towards the psychological aspect of the stress wherein a perception of danger sets off an automatic response, commonly known as flight or fight. Any level of stress can disturb your emotional and physical equilibrium, narrowing down your ability to think and act. Thus, stress from different sources triggers you and alters your ultimate goal of having a balanced life. These sources are known as "stressors". It is also true that based on one's own experience, they can identify these stressors. It is, however, possible that a situation may be perceived as "stressful" by one person and merely "challenging" by someone else. It is also backed up the degree of control we have on situations. If there is a situation where we possess a lower degree of control and feel equipped, those tend to be more stressful than situations we have

most or full control over. Thus, a person needs to analyse the situation along with a degree of stress it causes, and act upon it accordingly. Stress, being an inevitable part of one's life, it's important to learn how to eliminate unnecessary stress. As it is perceived differently by every individual, it has varied physical and mental responses. One may experience body aches, mood swings, weak immunity and in severe cases, depression. Therefore, stress management should be strictly incorporated in everyone's lifestyle. There are different types of stress. The most well-known types are Acute stress and Chronic Stress. Acute stress is found to be the most common form of stress among humans worldwide. It deals with the pressures of the near future or with the very recent past. It is said to be one's body's immediate reaction to a new challenge, event, or demand. It triggers "flight or fight reaction". These are not always negative in fact, they are often considered good as these stressful situations give your body and brain practice in developing the best response to future stressful situations. An extended version of acute stress is known as Episodic acute stress. Episodic acute stress can be said to occur when a person often experiences acute stress. There is a persistent negative and an hostile response from people experiencing this but it does not carry the extensive damage that prolonged stress carries over the long-term. Prolonged stress is Chronic stress. Unlike acute stress, it has a detrimental effect on people that can become a very serious health risk if it continues over a long period of time. The person with chronic stress usually sees no end to their miserable situation and gives up searching for solutions. Chronic stress can lead to suicide, heart attacks, stroke, etc. To manage mild and severe situations of stress, there is a need of Stress management. Stress management in layman's language is managing stress. In other words, it is a process of removing hindrances from your way and moving forward while keeping yourself away from mental breakdown. There are two aspects of dealing stress. One is that one should not develop stress to the point that one becomes nonfunctional and second is to regain normalcy as soon as possible. It requires a lot of understanding and insights to reach to a point where you interpret your situation well enough to promote general well-being. Thus, Stress management is a wide spectrum of techniques aimed at controlling stress levels. However, It is very important to realise that not all techniques work the same for everyone, that is why trying different stress managing techniques is crucial in order to find which techniques work best for you. Hence, evaluating the effectiveness of stress management techniques can be challenging. People often engage in harmful yet compulsive ways to relieve their stress. These ways or behaviours include consumption of alcohol and other health attacking substances, gambling, internet, etc. instead of alleviating the stress and returning the body to a relaxed state, these substances and compulsive behaviours tend to keep the body in a stressed state and further may cause more problems. This way, distressed person is trapped in vicious circle and the way out becomes even more challenging. Thus, reducing stress the right way will boost overall health and allows one to be more productive.

STATEMENT OF THE PROBLEM

The present problem is 'A Comparative Study of Social Adjustment, Self-Concept and Stress Between Education and Physical Education Students'.

OPERATIONAL DEFINITION OF THE KEY WORDS

In order to classify the objectives and purposes of a study, it is necessary to describe the important terms used in the topic:

EDUCATION STUDENTS - Here, Education Students means those students who are doing Bachelor of Education.

PHYSICAL EDUCATION STUDENTS - Physical Education Students means who are pursuing Bachelor of Physical Education.

SOCIAL ADJUSTMENT is a process by which an individual maintains a balance between its needs and circumstances that influence

SELF CONCEPT is learned by an individual inference from his unique experiences. It is the totality of attitudes, judgements and values of an individual relating to his abilities and qualities. Therefore, self-concept means how a person perceives himself, what he thinks, how he attempts through various actions to enhance or defend himself.

STRESS is the body's reaction to mental or physical challenges. Stress has been identified as being damaging to individual. In many situations individuals have different tolerance levels to cope with stress.

OBJECTIVES

- I. To compare the Social Adjustment of Education and Physical Education students.
- II. To compare the Self-concept of Education and Physical Education students.
- III. To compare the Stress of Education and Physical Education students.

HYPOTHESIS

There is no significant difference in means of the Social Adjustment between the Education and Physical Education students.

There is no significant difference in means of the Self-concept between the Education and Physical Education students. There is no significant difference in means of the Stress between the Education and Physical Education students.

POPULATION AND SAMPLE

A sample is a small proof the population selected for study. A researcher with limited resources And time cannot cove the entire population, so sampling becomes an indispensable technique for him. Miller has rightly pointed out that the essential requirement of any sample is that it is as representative as possible of the population from which it has been drawn.

The population of the study consists of B.Ed. and B.P Ed students of Noida College of Physical Education, G.B Nagar. There are 50 students of B.Ed. and 50 of B.P. Ed for this

study. These students of both classes are selected through 'Simple Random Sampling Technique'.

TOOLS USED

After selecting the sample we have to choose suitable tools for collecting the data. The selection of tools for a particular study depends upon various factors such as objectives of the research, availability of suitable tests and investigator's ability. In the present study, following tools have been used:

- I. To measure the Social Adjustment 'Questionnaire for Social Adjustment' by Charles C. Cowell is used. The test contains 20 items out of which 10 are positive and 10 are negative questions. Further, it evaluates the social behaviour (good and poor adjustments).
- II. To measure the Self Concept 'Questionnaire of Self Concept' by Dr Raj Kumar Saraswat is used. It includes six dimensions of self-concept, which are Physical, Social, Intellectual, Moral, Educational and Temperamental Self-concept and also provides a total self-concept score.
- III. To measure the Stress 'Questionnaire for Stress Inventory' by Miller and Allen is used.

STATISTICAL PROCEDURE

To compare the Social Adjustment, Self-Concept and Stress between Education and Physical Education students 't'-test is applied to see the difference between the means of Education and Physical Education students.

ANALYSIS AND INTERPRETATION

The analysis of data and results of the study on the basis of psychological characteristics have been discussed. The 't' ratio is applied to find out the significance of difference between Education and Physical Education students on Social Adjustments , Self-Concept and Stress.

Table – 1

Significant difference between the means of the Social Adjustment of Education and Physical Education students.

Mean			
Education	Physical Education	σ DM	t-ratio
5.5	8.10	1.35	1.93

Table 1 indicates that the calculated 't' for the Social Adjustment of Education and Physical Education students is 1.93 . The table value of 't' is 1.98 at 0.05 level. Here calculated 't' (1.93) < tabulated 't' (1.98) , it means null hypothesis is accepted. So there is no significant difference between the Social Adjustment level of Education and Physical Education students at 0.05 Level of Significance.

Table –2

Significant difference between the means of the Self Concept of Education and Physical Education students.

Mean			
Education	Physical Education	σ DM	t-ratio
163.40	173.70	2.97	3.47

Table 2 indicates that the calculated 't' value for the self-concept between Education and Physical Education is 3.47. The tabulated value is 2.63 at 0.1 level of significance. Here calculated 't' > (3.47) tabulated 't'(2.63) means, null hypothesis is rejected. There is a difference between the means of both the groups M1 = 163.40 and M2= 173.70. M2 is better than M1, means Physical Education students are better in their self-concept than Education students at 0.1 level of significance.

Table – 3

Significant difference between the means of Stress of between Education and Physical Education students.

Mean			
Education	Physical Education	σ DM	t-ratio
0.80	3.10	2.01	1.14

Table 3 indicates that the calculated 't' is 1.14 but the table value of 't' is 1.98 at 0.05 level. Here calculated t (1.14) < tabulated t (1.98), means null hypothesis is accepted at 0.05 level of significance. So there is no significant difference between the means of Education and Physical Education students. On behalf of above testing the stress of Education and Physical Education students are the same.

FINDINGS AND CONCLUSION

On the basis of above finding it is stated that :-

There is no significant difference between the Social Adjustment of the Education and Physical Education students.

There is significant difference between the Self Concept of the Education and Physical Education students.

There is no significant difference between the stress of the Education and Physical Education students.

Hence the hypothesis formulated earlier in the study is accepted on the basis of stress and social adjustment but the hypothesis formulated earlier in the study is rejected for the self-concept.

On the basis of the above finding it is stated that that there is significant difference in self-concept but there is no significant difference on the stress and social adjustment.

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