CHAPTER NO. V

SUMMARY AND CONCLUSION
Self-Concept is a central theme around which a large number of the major aspects of personality are organized. It has been described differently by different authors.

According to Raimy (1943) self-concept is the map which each person consults in order to understand himself during the moments of crisis or choice. The self includes all that a person embraces in the works I, Me, Mine and Myself. It is within each person, the core and the substance of his experience as human being. Cooley (1964) view that man’s ideals about himself are reflections of how others see him He coined the term social or “looking-glass self” which is comparable to Miller’s (1964) subjective public entity. The self is not the same as the human organism; it is a cognitive construct of the organism which is in certain ways identified with the organism itself. The self has also been described as a nucleus of personality. According to Mead (1934) it is reflexive, it is an object to itself and it can be both object and subject. It is knower and the known, a perceiver and the perceived. Wenkart (1950) adds that, as a knower the self can take a panoramic view of the total personality. According to Combs and Snyggs (1959) what a person thinks and how he behaves is largely determined by the concept he holds about himself and his abilities. Murphy (1947) described self as “The individual known to the individual.”

Adjustment is defined as the ability to get along with others. Every person is constantly attempting to adjust the environment to meet his needs and interests. At the same time he is engaged in the process of adjusting himself, his attitudes and behavior, to meet satisfactorily the demands made upon him by his personal problems and his social
relationships. Both processes adjustment of environment and adjustment of self constitute the bases of personality development.

One of the most important processes involved in human adjustment is inheritance of basic biological material. Other important determinants of development are related to the family, social and cultural milieu and adjustment in relation to puberty changes.

Psychologists as well as common man frequently use the word personality adjustment. Importance of personality adjustment is felt and recognized in today’s life, especially in educational field. Actually adjustment refers to human beings degree of success or failure in meeting his needs in different levels of life. Adjustment and achievement are closely related.

Achievement motive is one of the important psychological motives. It is concerned with setting goals and achieving them. It is concerned with becoming successful in whatever activity one undertakes and avoiding failure, people with strong achievement motive not only like to excel others, but also try to do better than what they did in past. People with a strong achievement motive choose tasks which are neither very easy not very difficult but the one which they are confident of accomplishing through their best efforts.

Achievement motivation is a learned motive and is influenced considerably by our upbringing and socio-cultural environment. One’s socio-cultural environment also influences the need for achievement (Ruth Benedict, 1934) and (McClelland D.C. 1969).

Students with a strong need for achievement are frequently over achievers. That is, they make better grades than their intelligence and ability test score would lead one to
expect. Need for achievement is a valuable kind of motivation in a society that strongly values individual achievement.

**Aim of the study:**

The present investigation aim is to study, compare and correlate between the self-concept, adjustment and Achievement motivation among senior college students (in the area of Urban and Rural) and other aim is to help them for realizing self-concept to the students and to increase their adjustment capacity, Achievement motivation and give them counseling and guidance to increase educational progress.

**Objective of the study:**

1. To study the self-concept of Urban and Rural senior college students.
2. To study the self-concept of Female and Male senior college students.
3. To study the Adjustment of Urban and Rural senior college students.
4. To study the Adjustment of Female and Male senior college students.
5. To study the Achievement motivation of Urban and Rural senior college students.
6. To study the Achievement motivation of Female and Male senior college students.
7. To search the relationship between Self-concept and Adjustment
8. To search the relationship between Self-concept and Achievement motivation
9. To search the relationship between Adjustment and Achievement motivation
Hypothesis of the study:

1. Urban senior college students would exhibit significantly higher self-concept than rural senior college students.

2. Female senior college students would exhibit significantly higher self-concept than Male senior college students.

3. There would significant interaction effect of area and gender on self-concept.

4. Rural senior college students would show significantly better Adjustment than urban senior college students.

5. Female senior college students would show significantly better Adjustment than Male senior college students.

6. There would significant interaction effect of area and gender on Adjustment.

7. Urban senior college students would be significantly high on Achievement motivation than rural senior college students.

8. Female senior college students would be significantly high on Achievement motivation than Male senior college students.

9. There would significant interaction effect of area and gender on Achievement motivation.
10. There would be a positive co-relation between Self-Concept and Adjustment.

11. There would be a positive co-relation between Self-Concept and Achievement motivation.

12. There would be a positive co-relation between Adjustment and Achievement motivation.

**Sample:**

The sample consist of 400 senior college students of which 200 Male (100 Urban and 100 Rural area) and 200 Female college students (100 Urban and 100 Rural area) using random sampling method from Arts, Commerce and Science colleges. All participants belong to middle class of Socio Economic Status who were living since last 10 years in Jalna district.

The participants were selected between age group of 19 years to 22 years. Who were studying in the class I, II & III year. The sample of the present study is shown as below.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>Male</td>
<td>n = 100</td>
<td>n = 100</td>
</tr>
<tr>
<td>Female</td>
<td>n = 100</td>
<td>n = 100</td>
</tr>
</tbody>
</table>
Tools used for data collection:

**Self-Concept list (Old personality word list).**

This scale was constructed and standardized by Dr (Mrs.) Pratibha Deo.

During the past decades there has been a greater emphasis on the study of self-concept understanding and predicting the many facets of human behavior, which is a vital component in the process of education, since it has been observed that these are intricately and closely related to each other. Self-concept is one of the most dominating factors influencing the individual behavior; on the other hand life experience too effects the self-concept. Successes and other pleasurable events in life lead to the enhancement of self-concept while failure, frustration and other denigrating experiences tend to lower the concept of one self. Self-concept which originally was considered to be the keystone in non-directive counseling by Rogers, is now taken as of major importance in the field of education also, because it is observed that self-concept has close connections with some personal aspects like learning, motivation, attitudes, perception and adjustment which determine the academic and other successes of the individual in and out of the school. Self-concept is considered to be the most significant factor in human life as everyone is continuously striving towards self-actualization, self-realization and self-enhancement, and is constantly wishing to avoid self-condemnation and self-lowering experience. In every action, self in different covert and overt forms emerges as the governing component amongst the forces determining the action.

**Reliability:**

Reliability was estimated by test re-test method. For the 15 days interval, the reliability co-efficient came out to be .89 (N= 595). Taking different time intervals from 15 days
to 3 months the co-efficient of correlation ranged from .62 to .86 (N ranging from 65 to 70). The correlations between consistency scores ranged from .84 to .98. These values indicate a high degree of consistency. It did not reveal any marked difference in the self-concepts of individual over these periods. This proves that the SCL (PWL) gives a stable and reliable measure of self-concept.

**Validity:**

The convergent and discriminate validity was found over for this SCL (PWL) besides establishing the content validity, because the other usual methods of finding out validity did not suit the nature of this tool. For obtaining the convergent validity, another tool SCL (self-concept list) which had also been standardized was utilized. The results are given in the following Table.

**Convergent and Discriminate validities for perceived self on PWL (N=100)**

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>E</th>
<th>S</th>
<th>C</th>
<th>A</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional</td>
<td>.65**</td>
<td>.57**</td>
<td>.69**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>.67**</td>
<td>.55**</td>
<td>.80**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character</td>
<td>.45**</td>
<td>.41**</td>
<td>.46**</td>
<td>.89**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aesthetic</td>
<td>.43**</td>
<td>.31**</td>
<td>.37**</td>
<td>.18**</td>
<td>.73**</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td>.14*</td>
<td>.12*</td>
<td>.06*</td>
<td>.14*</td>
<td>.12*</td>
<td>.12*</td>
</tr>
</tbody>
</table>

**Sig. at 0.1 level  */Sig. at 0.5 level

The table shows that the convergent correlations between the same dimensions in all cases are higher than the discriminate correlation, thus proving the validity of the instrument.

Similar results were obtained for ideal self and social self scores also proving the convergent and discriminate validity of the instrument.
1) An Adjustment Inventory: (For school and college pupils)

This scale was developed and standardized by Dr. Penni Jain.

Every one alive has troubles and problems, the most important consideration in determining personal effectiveness in not the amount of trouble or misfortune (within limits) a person encounters but how he responds or adjusts to the challenges of life (Mckinnay, 1967). Adjustment is an important psychological variable, which can be defined as, “an index of integration between needs and satisfaction, remains related to achievement, social acceptance, age, sex, economic security and moral standards”. (Chauhan, Tiwari and Khatter 1972). A state in which the needs of the individual on the one hand and the claims of the environment on the other hand are fully satisfied or the process by which this harmonious relationship can be attained (Eysenck and Others, 1972). Adjustment is dynamic rather than static in quality. We change our environment change too. Some key ideas in understanding adjustment are motive, frustration, conflict, anxiety and learning etc. Horney suggested a major level of effort which a man employs to bring into his life integration of all of the opposing forces he meets in dealing with people. These major levels of efforts, major adjustment techniques which are fall efforts to reduce conflict. Horney felt that they are more common (Quoted by Bischof, 1964). Several studies have been made on adjustment in western Countries.

Reliability:

The reliability coefficients have been calculated by three methods, Split-half method, Test-retest and Kudar Richardson Formula-20. The total sample was 725 school and college going Pupils of Agra (Male and Female in equal number). For test-retest reliability the inventory was administered twicely (an interval of two weeks) on a
sample of 222 pupils. The following table, showing the reliability coefficient determined by above three methods, separately for male and female.

<table>
<thead>
<tr>
<th>Method</th>
<th>Sample</th>
<th>FA</th>
<th>SA</th>
<th>EA</th>
<th>FA</th>
<th>Em.A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Test-Retest</td>
<td>150</td>
<td>.82</td>
<td>.87</td>
<td>.81</td>
<td>.78</td>
<td>.79</td>
</tr>
<tr>
<td>Male.</td>
<td>75</td>
<td>.87</td>
<td>.89</td>
<td>.79</td>
<td>.68</td>
<td>.74</td>
</tr>
<tr>
<td>Female.</td>
<td>75</td>
<td>.83</td>
<td>.87</td>
<td>.82</td>
<td>.84</td>
<td>.82</td>
</tr>
<tr>
<td>2 Split-Half</td>
<td>350</td>
<td>.81</td>
<td>.77</td>
<td>.75</td>
<td>.72</td>
<td>.70</td>
</tr>
<tr>
<td>Male.</td>
<td>175</td>
<td>.88</td>
<td>.79</td>
<td>.69</td>
<td>.71</td>
<td>.69</td>
</tr>
<tr>
<td>Female.</td>
<td>175</td>
<td>.84</td>
<td>.86</td>
<td>.82</td>
<td>.79</td>
<td>.78</td>
</tr>
<tr>
<td>3 K.R. Formula-20.</td>
<td>200</td>
<td>.82</td>
<td>.87</td>
<td>.82</td>
<td>.79</td>
<td>.82</td>
</tr>
<tr>
<td>Male.</td>
<td>100</td>
<td>.91</td>
<td>.89</td>
<td>.79</td>
<td>.81</td>
<td>.80</td>
</tr>
<tr>
<td>Female.</td>
<td>100</td>
<td>.76</td>
<td>.84</td>
<td>.84</td>
<td>.72</td>
<td>.79</td>
</tr>
</tbody>
</table>

Validity of the Inventory:

As mentioned earlier, only highly diagnostic items were included in the Final form of the inventory. Moreover item analysis was also done for each item by serial correlation method. In spite of this, the validation criterion used this inventory with the other valid inventories.

2) Achievement motivation Test (n-Ach)

This scale was constructed and developed by Dr. Mrs. Pratibha Deo. And Asha Mohan.

The study of motivation gained importance since early fifties with the efforts of McClelland and his associates at Wesleyan University, USA. The term motivation refers to any organismic state that mobilizes activity which is in some sense selective or directive. According to Newcomb (1964) achievement motivation is the acquired tendency and one of the most important social needs. It has been defined by McClelland and his associates (1953) and also by Decharms (1968) as a disposition to
strive for success in competition with others with some standard of excellence, set by
the individual. Motive to achieve requires an act of some norm of excellence, long term
involvement and unique accomplishment. These are the criteria set by McClelland and
his associates (1953). In fact, this is one of the most important manifest and social
needs and personality variable enlisted by Murray (1938)

Reliability of the Scale:

Test-retest method was applied to obtain the reliability coefficient of the scale. Taking
different sets of sample; the administration of the scale was repeated on several
occasions. The results are given below:

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Interval</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed group</td>
<td>51</td>
<td>4 weeks</td>
<td>.69</td>
<td>.01</td>
</tr>
<tr>
<td>Males</td>
<td>33</td>
<td>5-6 weeks</td>
<td>.67</td>
<td>.01</td>
</tr>
<tr>
<td>Females</td>
<td>50</td>
<td>5-6 weeks</td>
<td>.78</td>
<td>.01</td>
</tr>
</tbody>
</table>

These coefficients of reliability are sufficiently high and the scale can be considered as
reliable for use. Earlier, Entwistle (1968) for 24 items inventory obtained test-retest
reliability coefficient of .83 with an interval of 2 ½ months. Lynn (1969) found that his
achievement motivation questionnaire correlated to the extent of .34 with the factor of
Cattell’s 16 PF, as .16 with super age and .21 with surgency. Bending (1964)
established the reliability coefficient of .68 for men and .62 for women for his factor-
analytic scale of need achievement. Costello (1967) obtained a split-half reliability
coefficient of .82 for scale I and .73 for scale II. Smith (1973) computed a split-half
reliability coefficient of .56 for his 10 items quick measure of achievement motivation.
Taking into consideration these result, the present scale reliability coefficients by test-
retest method for the total group, as well as for the separate male and female groups, are very satisfactory and the scale can be taken as quite reliable for use.

**Validity of the Scale:**

As far as the validity of the scale is concerned, in the first instance the item validity established by the high-low discrimination method was accepted as the validity of the whole measure. Besides, this scale was also used for validating the projective test of Achievement Motivation. The coefficient of correlation between the scale and the projective test was observed to be .54 which speaks for the validity of the scale also, the validity being of the concurrent nature. Finally, the scale scores were also correlated with the scores obtained by administering the Aberdeen Academic Motivation Inventory of Entwistle (1968) yielding a coefficient of correlation as .75 for a mixed sample of .93. This correlation is high enough to establish the validity of the scale. Regarding the $r$ of .54 between the scale and the projective test, McClelland (1958) explains that self-descriptive and projective measures are usually not correlating high with each other. Even Carney (1966) observed that questionnaire measures correlated poorly with McClelland’s projective measures. These explanations support the results of present scale of achievement motivation to be sufficiently valid for use for measuring achievement motivation.

**Procedure of data collection:**

The scales were administered on small group of participants about 30 participants in each group. Seating arrangement of the participants was made in the classroom of their colleges. Distance between the two participants was kept so long that one could not see the responses written by the other participants.
The data was collected in one session. In this session, both scales were administered. First was Self-Concept List (Old Personality Word List) and second was an Adjustment Inventory third scale achievement motivation was administered.

Every time before distributing the copies of the scales, rapport was framed through informal talk. Instruction laid down by the authors of the scales was followed strictly and the subjects were allowed to write the responses only when they had understood the instructions correctly.

**Design of study:**

<table>
<thead>
<tr>
<th>Gender (B)</th>
<th>Area (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural A1</td>
</tr>
<tr>
<td>Male B1</td>
<td>A1, B1</td>
</tr>
<tr>
<td>Female B2</td>
<td>A1, B2</td>
</tr>
</tbody>
</table>

2 x 2 factorial design was used for this research.

**Statistical Treatment:**

At the first stage data were treated by descriptive statistical techniques i.e. Mean and Standard Deviation.

At the second stage data were computed by 2x2 Analysis of Variance (ANOVA) and Product Moment Correlation (Pearson). Finally, the analysis was done by using SPSS software.
Conclusions:

Results are summarized and conclusions are drawn, suggestions for further research are given.

1. Urban senior college students had not significantly differed than rural senior college students on Self-concept.
2. Female senior college students had not significantly differed than Male senior college students on Self-concept.
3. There was significant interaction effect of area and gender on self-concept.
4. Rural senior college students had not significantly differed than Male senior college students on Adjustment.
5. Female senior college students had not significantly differed than Male senior college students on Adjustment.
6. There was significant interaction effect of area and gender on Adjustment.
7. Urban senior college students had not significantly differed than Male senior college students on Achievement Motivation.
8. Female senior college students had significantly differed than Male senior college students on Achievement Motivation.
9. There was significant interaction effect of area and gender on Achievement motivation.
10. There was found a positive co-relation between Self-Concept and Adjustment.
11. There was found a positive co-relation between Self-Concept and Achievement motivation.
12. There was found a positive co-relation between Adjustment and Achievement motivation.
Limitations of the study:

1. The findings of the study are based on only 400 sample

2. Data was collected only from Jalna District.

3. The study was restricted only Arts, Commerce and Science senior college students.

4. The subjects were selected from only middle class socio economics status families.

5. The limitations of any paper–pencil tests such as social desirability, response biases and basic human tendencies could have been affected the responses. Hence, this study is not free from all such biases.

Suggestions of the study:

1) To give guidance for students to develop their personality.

2) To teach difference between reality and dream. In their life of students.

3) To provide occupational guidance to the students for their own self independency.

4) To conduct workshops for the increase of achievement motivation.

5) To help students for adjustment of acquire their own position at the level of family, social and educational.
Scope for further study:

1) Further studies may be considered of large sample.

2) In the further studies should be considered large area.

3) In the further studies should be considered various faculties of senior college students.

4) In the further studies should be considered various class of socio economics status.