



**Study of co-relation of self control and adjustment of M. Ed. student**

**By**

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**Abstract**

*Right from birth of a child every parent tries to teach self-control to their baby. The reason behind it might be, they think that this self-control will help their child in many areas of life. The most important thing is, they will not get embarrassed in front of other society members due to their child's behavior. When the child obeys his/her parents order or behave as they teach, the child is adjusting with his/her surroundings. To get adjusted with our surroundings we have to control ourselves to somewhat extent. It is generally seen that when there is adjustment, things go smoothly. When a person unable to adjust loses control or when he loses self-control faces difficulty in adjustment. It is general observation but as a researcher, the researcher wanted to study if there is any significant co-relation between self-control and different types of adjustment*

*For this purpose the researcher worked on M. Ed. students and found out their Self-control and different types of adjustment. The significance of co-relation was found out and no significant correlation found in 1) self control and home adjustment and 2) self control and health adjustment.*

Significant correlation found in 1) Self control & social adjustment 2) Self control & economical adjustment 3) Self control & educational adjustment and 4) Self control & total adjustment

**KEY TERMS:** Self-control, adjustment, M.Ed. students

## 1. Introduction:

Everywhere in the world educationist are thinking for peace education. There is war, there is battle, there is terrorism, and many more bad things that show lack of humanism in the world and so no peace. At family or at society level also many things are happening which shows that there is no peace, many quarrelsome situations occur there due to lack of adjustment. Many a times we see the people quarreling. If we see and evaluate the event as a third and indifferent person, we might find that they quarrel on such a nonsense thing just because they cannot control themselves. Such things made the researcher to think on relation between self control and adjustment.

The researcher is teaching at P.G. Dept. and the observation is, some students look perfectly self regulated and are adjustable too, whereas some are not adjustable and tries to find out fault in others for their failure rather than inspecting their own behavior. This made the researcher to test the question in own mind by studying the self control and adjustment of the students. The title framed for the study was 'Study of co-relation of self control and adjustment of M. Ed. student'

Here **self-control** is nothing but the score that students got on the self-control scale by Arun Kumar Singh and Alpana Sen Gupta. **Adjustment** is the score student got on adjustment inventory by y A.K.P. Sinha & R.P. Singh. And **M.Ed. students** are students from S.N.D.T.'s P.G. Dept. of Education from Pune campus

## 2. Study of related literature and researches:

Tangney JP, Baumeister RF and Boone AL<sup>(1)</sup> in their study found that Higher scores on self-control correlated with a better adjustment.

New research suggests self-control can be improved using abstract reasoning.

Many of the studies have given some strategies of improving self control.

Some studies showed self-control instantly replenished by self-affirmation.

In present study the researcher didn't tried to develop or improve self control of the student in the sample, only studied co-relation between their self control and adjustment

## 3. Objectives:

- i. To find out the self control level of M.Ed. students
- ii. To find out adjustment of M.Ed. students in following areas
  - Home
  - Health

- Social
  - Economical
  - Educational
- iii. To find out correlation between
1. self control and home adjustment
  2. self control and health adjustment
  3. self control and social adjustment
  4. self control and economical adjustment
  5. self control and educational adjustment

#### 4. Methodology:

In present research survey testing method of survey was used as self control and adjustment of M. Ed. students were tested.

##### Sample:

It was incidental sampling where M. Ed. students of 2012-13 year from S.N.D.T. Pune were included in the sample.

##### Tools for data collection:

Two tools were used for data collection.

- a) One was **Self control scale** (SCS) by Arun Kumar Singh and Alpana Sen Gupta to identify self control level of students included in the sample. The test consists of 30 items selected after item analysis. 1 to 10 items belongs to the dimension of delay of gratification, 11 to 20 belongs to the dimension of resistance to temptation and item number 21 to 30 belongs to the dimension of freedom from self-centeredness. The reliability of the test by both test-retest and split half method was 0.92 which was significant at 0.01 level. The temporal stability coefficient, with a gap of 14 days was 0.84 which was also significant at 0.01 level.

The value of computed rank difference between test ranks of students and ranking done by teachers was 0.879 and was significant at 0.01 level. So the test has satisfactory concurrent validity.

During the administration of test students were made to seat comfortably and asked to read questions carefully and then place a tick mark on the cell below either 'yes' or 'no' . For scoring each correct answer was assigned a score '1' and for an incorrect answer a score '0' was assigned. There were two types of items, positive and negative. All positive items answered 'yes' by student and all negative items answered by the students 'no' were given score '1'. To all other answers '0' was allotted. Thus high score on the test indicates high self control and low score indicate low self control on the part of the subject.

- b) The other was '**Adjustment Inventory** for College Students' by A.K.P. Sinha & R.P. Singh. This test helps to classify college student on five different categories (that is Excellent, Good, Average, Unsatisfactory and very unsatisfactory adjustment) in five areas ( Home, Health, Social, Emotional, and Educational).

The **reliability** coefficients of the inventory by using different methods are 0.94, 0.93, 0.94 and 0.92.

To determine the **validity** of the test the item- analysis coefficients were determined for each item and only such items were retained which yielded biserial correlation with both the criteria (i) total score and (ii) area score, significant at 0.01 level.

Inter correlations among the five areas of the inventory were calculate and it was proved that there exists inter-independence among five areas of inventory.

The inventory was also validated by correlating inventory scores with Hostel Superintendents ratings. The product moment coefficient of correlation between the inventory score and superintendents rating was obtained to be 0.58.

The test is in Hindi and it contains 102 items, to every item subject has to answer 'yes' or 'no' by encircling the word 'yes' or 'no'.

The answer given by the subjects are tallied with the norms given in the manual and if the answer matches then '1' score allotted, and if not '0' score is given. Area wise total was done and its description about adjustment level was found out. Grand total and its description also found out. Here in this test low score indicates good adjustment whereas high score indicated unsatisfactory adjustment.

**Scope & limitations:**

**Scope:** Outcomes of this research will prove useful only for the sample used in the research and cannot be generalized as it was incidental sampling.

**Limitations:** two psychological tests were used in the research; if students have not performed those sincerely then that is the limitation of this research.

**Analysis:**

According to the five objectives five different hypothesis were set as follows-

1. There is significant correlation between self control and home adjustment of M. Ed. students
2. There is significant correlation between self control and health adjustment of M. Ed. students
3. There is significant correlation between self control and social adjustment of M. Ed. students
4. There is significant correlation between self control and economical adjustment of M. Ed. students
5. There is significant correlation between self control and educational adjustment of M. Ed. students

The researcher got following results after testing the framed hypothesis

**Table No. 1: co-relation between Self-control and different types of adjustment**

Correlation between	Co-	Value To be	Significance	Interpretation
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	<b>relation</b>	<b>significant at 0.05</b>		
Self control & total adjustment	<b>-0.367</b>	0.340	significant at 0.05	self control is better, better is the total adjustment
Self control & home adjustment	<b>0.108</b>	0.340	not significant at 0.05	no relation between self control & home adjustment
Self control & health adjustment	<b>-0.245</b>	0.340	not significant at 0.05	no relation between self control & health adjustment
Self control & social adjustment	<b>-0.4</b>	0.340	significant at 0.05	self control is better, better is the social adjustment
Self control & economical adjustment	<b>-0.405</b>	0.340	significant at 0.05	self control is better, better is the economical adjustment
self control & educational adjustment	<b>-0.343</b>	0.340	significant at 0.05	self control is better, better is the educational adjustment

As per manual of self control scale high score on self control means high self control and in adjustment inventory high score on adjustment inventory means low level of adjustment so the negative sign doesn't mean inversely proportional correlation.

In present work the number of respondents was 34 so the degrees of freedom is  $34-2 = 32$  and for 32 the value of correlation to be significant at 0.05 is 0.340

## 6. Results:

No significant correlation found in 1) self control and home adjustment and 2) self control and health adjustment. Significant correlation found in 1) Self control & social adjustment 2) Self control & economical adjustment 3) Self control & educational adjustment and 4) Self control & total adjustment

## 7. Discussions:

No significant correlation found in self control and home adjustment this might be because home adjustment depends upon many factors other than self concept of any one person in the family and family try to understand the members of family without sidetracking the person who have problem.

Also no significant correlation of self control and health adjustment this might be because health is not only depend on self concept of a person but also many factors and those factors may be active there.

Significant correlation found in self control & social adjustment, self control & economical adjustment, self control & educational adjustment and self control & total adjustment as these all adjustments are greatly affected by self concept of a person and so significant correlation might have found.

## 8. Conclusions:

1. Self control is better, better is the social adjustment,
2. Self control is better, better is the economical adjustment,

3. Self control is better, better is the educational adjustment and
4. Self control is better, better is the total adjustment
5. Self control does not affect home and health adjustment of a person

#### **9. Recommendations:**

Though it is found here that self control does not affect home and health adjustment of a person it is not true forever, for every situation and for every person as it depends on other persons of the family. As any person spent his/her most of the time in family/home his/her improper self control might prove problematic for other family members and there is a limit how long other person adjusts with such problematic situations. Similarly our self control decides our decision of how and what care should be taken of our health, and health affect every area of our life; so to be really a healthy person one need is to have proper self concept about own health. So it is really necessary to have proper self control and here are some of the ways which will help in correcting self control.

Have habit of reflecting on our own behavior and ask following question to ourselves-

- How you handled the situation?
- What was your behavior at that time?
- What was emotions that aroused in you and in other person in that specific moment
- How you controlled/couldn't control yourself and your emotions
- Was it spontaneous, easy or hard for you to control yourself
- Was there any outburst or surrender
- How you handled other persons emotions
- What factor in you helped or didn't helped you to overcome the situation
- What was the effect of your behavior on the related person or situation
- What was its aftereffect on you (happy/satisfied/repenting/indifferent)
- What was its aftereffect on other person (happy/not satisfied/unrest/indifferent)
- Did improvement or worsen the situation or no change
- Had I handled the situation properly
- What changes are necessary to improve my self control

We can take help of any wise person, friend to see the situation from other person's view and ask questions to him/her like-

- What and how you behaved?
- Was it controlled?
- What and where it went wrong?
- How were you after the situation?
- What could be the proper thought for that situation?
- What are expected changes?

We can use the strategies of increasing self control. As there is correlation between self control and adjustment it is useful to pay attention in improving our self control.

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