

Adjustment of school students in relation to their Self-esteem

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Introduction

In the changing scenario, education act as an instrument in the process of socialization of individuals. Education develops different aspects of human being according to requirement of the society. Educated person learns to adjust in the changing mechanism of society. For adjustment, the two crucial factors are the individual and the environment. Monroe (1990)^[8] stated that the term adjustment is often used as a synonym for accommodation and adaptation. In the study of the individual, the considerations are the heredity and biological factors, the psychological factors, and the quality of socialization given to him or her. Every individual from the time he or she steps out of the family and goes to school makes a long series of adjustment with the environment. Choi *et al.* (1999)^[6] studied the depression of 572 adolescents of Korea and its relationship with school adjustment. The results revealed significant relationship between depression tendency and school adjustment. Mishra and Yadav (2013)^[7] conducted a study on job anxiety and personality adjustment of 60 secondary school teachers of Khargone district of Madhya Pradesh in relation of gender and type of teacher. The results had shown that there was no significant difference in the personality adjustment relating to gender and type of teacher. Opera and Onykuru (2013)^[9] investigated the psychosocial predictors of adjustment of 452 secondary school students of Nigeria. The results showed that self-concept significantly predicted adjustment of secondary school students. In terms of the relative effects of the psycho-social factors, self-concept was found to be most effective, followed by emotional intelligence and lastly peer group.

Thilagavathy (2013)^[11] studied adjustment and emotional intelligence of 250 high school teachers of Tamil Nadu. The findings of the study revealed that there was a significant difference between adjustment of male and female teachers, rural and urban teachers. Adjustment and emotional intelligence of school teachers had a positive linear relationship. Burnett (1994)^[5] regarded self-esteem as a component of self-concept i.e. the sense of personal pride which includes one's evaluation of oneself, a tendency and a desire to see oneself as positive.

Self-esteem requires a self-evaluation processes in which individuals compare their description of themselves as they are Real Self with their description of themselves as they would like to become Ideal Self and as they fear becoming dreaded self. Bednar *et al.* (1989)^[4] have suggested that one's level of self-esteem is the outcome a self-evaluative affective process. In particular, when people feel they are doing well, they feel good about themselves and have higher self-esteem. Self-esteem depends on living up to one's ideals self-evaluation is important because the subject is able to assess what they know,

what they do not know and what they would like to know. Tesser (2000)^[10] defined self-esteem as a global evaluation reflecting our view of our accomplishments and capabilities, our values, our bodies, others responses to us, and even on occasion, our possessions. Life satisfaction can reflect experiences that have affected a person in a positive way. These experiences have the ability to motivate people to pursue and reach their goals. It is having a favourable attitude of one's life as a whole.

Alves-Martins *et al.* (2002)^[1] explored the relationship between self-esteem and academic achievement of school students. The findings indicated that there were significant differences in self-esteem between the successful and unsuccessful students in seventh grades, such differences disappear in the eight and ninth grades. Babu (2008)^[3] explored relationship between self-esteem and emotional intelligence among 92 B.Ed. trainees of tsunami affected coastal belt of Alapetty district of Kerala, India. The findings revealed that trainees had a good level of self-esteem and emotional intelligence. Results had also shown that there was a significant relationship between self-esteem and emotional intelligence of trainees. Azar *et al.* (2010)^[2] studied to estimate the prevalence of anxiety and its relationship with self-esteem among 400 students from Zabol university in Iran. The results showed significant negative relationship between anxiety and self-esteem of students. Due to advancement of present world, the adjustment in different situations plays an important role in the life of students. The importance of self-esteem lies in the fact that it concerns to ourselves, the way we are and the sense of our personal value. Thus, it affects our adjustment in the society and the way we are related to everybody else. Self-esteem is a feeling not a skill, it can only be measured by observing the way in which a person acts or behaves. Teachers and parents must become keen and insightful observers of children in order to assess their self-esteem.

Objectives

The objectives of the present study were:

- To study adjustment of school students
- To study adjustment of school students having high and low self-esteem.

Hypothesis

- There is no significant difference in adjustment of school students having high and low self-esteem.

Delimitation of the Study

The study is delimited to 10th class students of government schools of Hoshiarpur, Faridkot and Mansa districts of Punjab.

Research Tools

The following tools were selected and used by the investigator in the present study:

- Revised Adjustment Inventory (RAI) by Parmod Kumar (2002).
- Self-esteem inventory (SE) Stanley Coopersmith (1981).

Sample

The sample of the present study comprised of 300 students randomly selected from government schools from three districts of Punjab namely Hoshiarpur, Faridkot and Mansa based on the literacy levels (high, average and low).

Results

Data was tabulated, analyzed and interpreted as follows:

- There are 29% school students have adjustment score below the mean interval, whereas 32% school students have adjustment score above mean interval and mean interval contains 39% score.
- There was significant difference in adjustment of school students having high and low self-esteem. Mean scores of adjustment of school students having high self-esteem was 29 (SD=6.6) and mean scores of adjustment of students having self esteem was 23 (SD=5.2). The t-value testing the significance of mean difference in adjustment of school students having high and low self esteem came out to be 5.77. This t-value is significant at 0.01 level. On the basis of results the hypothesis "There is no significant difference in adjustment of school students having high and low self esteem" is rejected. There is significant difference in adjustment of school students having high self esteem and low self esteem. This may be because students with high self esteem have clarity about their goals so they never feel stressed due to over burden, lack of time, difficult situations etc. hence their adjustment is better than students having low self esteem.

So, we can nurture self esteem among our students to make their adjustment better in different walks of life. When students have good adjustment in school their academic achievement must be increasing.

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