

Adjustment of School Students in Relation to Their Self-Esteem

Abstract

The present study is aimed at study of adjustment of school students in relation to their self-esteem. For this purpose, a sample of 200 school students (100boys and 100 girls) of class IX were taken from Moga district. Two inventories were used: Adjustment inventory for school students developed and standardized by A.K.P. Sinha and R.P. Singh and Self esteem inventory by Cooper Smith .The statistical techniques such as Mean, Standard Deviation, and t-test and coefficient of correlation were employed. The result reveals that there is no significant difference in adjustment of students studying in government and private school; there is no significant difference in self esteem of students studying in government and private schools and there is a significant and highly positive relationship between adjustment and self esteem of government and private school students.

Keywords: Adjustment, Self-Esteem, School Students.

Introduction

Modern age is the age of globalization, westernization, and industrialization. One has to face with many problems in this complex and fast world for better adjustment. Adjustment of individual starts right from the birth of the individual and continues till the death. A student has to face many problems related to adjustment at home, school and society. In home, the student has to adjust with members of the family. If the school environment is autocratic or we can say that the child is not free to express himself and his capacities, then this will be harmful for the development of good adjustment and Self esteem of the student. If the school environment is democratic, where the child is free to express himself then the personality of the student develop up to the full extent.

The concept of adjustment is as old as human race. It is psychological as well as biological concept. The adjustment means reaction to the demands and pressures of social environment imposed on the individual. The demands may be external or internal to whom the individual has to react. Thus the concept of adjustment is social and psychological in nature. Shaffer (2005) defines adjustment as 'the process by which a living organism maintains a balance between its need and the circumstances that influences the satisfaction of his needs'. Self- esteem too is one of the basic components of personality. Self-esteem can be described as a picture or an image, a person has of oneself. 'Self-esteem' expresses an attitude of approval or disapproval and indicates the extent to which a person believes himself capable, significant, successful and worthy. Self-esteem is not hereditary; rather it develops in a person as a result of his interactions with the environment. It is generally considered as the evaluative component a broader representation of the 'self' that includes cognitive and behavioral aspects as well as evaluative or affective ones. Harten (1982) defines Self- esteem as global evaluation one makes of his worth and competence while Bridle (1985) views 'Self esteem is the product of the evaluation process that involved judgment about the self.'

Review of the literature

Hisken, Loree J. (2011) in his research 'The correlation Self Esteem and Student Reading Ability, Level and Academic Achievement' showed that there is a positive correlation between self-esteem and reading ability, reading level, and academic achievement. Students' levels of self-esteem were positively impacted if they were successful in reading and other academics. Mankar, J. (2011) found a significant association between high self-esteem and good scholastic achievement, whereas, lower level of self-esteem was associated with poor achievement of adolescents in school. Also adjustment level of adolescents was found to be highly associated with self-esteem level. Kumar, V. (2013) found that adolescent children of house makers score high on academic



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achievements with better adjustment than adolescent children of in-service mothers. Singh, S.(2017) concluded that there is a highly positive correlation between adjustment and self concept in children. Children of first birth order are better adjusted than last birth order siblings and have considerably high level of self concept than their counterparts.

Justification of the Study

Today's era is the era of complexities. In this complex world every individual has to face many problems for better adjustment. In schools mostly the adolescents suffer from the problems related to adjustment with classmates, teachers and school environment, school discipline and school time-table etc. Students are the future of society and nation. The burden of the whole society is on the shoulders of young generation of the present day. If the school going students are able to adjust effectively with their immediate environment, they will be definitely in position to adjust in the society in future but a person with high and low level Self esteem will find it difficult to adjust where as the individuals with average the self esteem are better adjusted. Researchers have always been fascinated by this area of research. Many factors have been hypothesized and researched upon by the researchers in relation to adjustment. But work needs to be done in the area of self esteem So, there is dire need to make the young adolescents better adjusted and to develop their self-esteem as indispensable correlate of personality, for, positive Self esteem and adjustment of child is essential for their progress and good life.

Objectives of the Study

1. To study and compare the adjustment in students studying in government and private schools.
2. To study and compare the adjustment in male and female students.
3. To study and compare the adjustment is male students studying in private and government schools.
4. To study and compare the adjustment in female students studying in government and private schools.
5. To study the Self esteem in students studying in government and private schools.
6. To study and compare the Self esteem in male and female students.
7. To study and compare the Self esteem in male

students studying in private and government school.

8. To study and compare the Self esteem in female students studying in government and private schools
9. To find out the relationship between adjustment and self esteem in government and private school students.

Hypotheses

1. There exists no significant difference in adjustment of students studying in government and private schools.
2. There exists no significant difference in adjustment of male and female students.
3. There exists no significant difference in adjustment of male students studying in government and private schools.
4. There exists no significant difference in adjustment of female students studying in government and private schools.
5. There exists no significant difference in Self esteem of students studying in government and private schools.
6. There exists no significant difference in Self esteem of male and female students.
7. There exists no significant difference in Self esteem of male students studying in government and private schools.
8. There exists no significant difference in the Self esteem of female students studying in government and private schools.
9. There will be no significant relationship between adjustment and Self esteem of government and private school students.

Method and Sample

The present study is a descriptive study and Survey method was used to collect data. The sample of the study consisted of 200 students of class IX of Moga district.

Tools Used

Following tools were employed:

1. Adjustment inventory for school students by Sinha and Singh (1971)
2. Self esteem inventory by Cooper Smith (1967).

Statistical Techniques Used

Mean, standard Deviation, t-ratio, co-efficient of correlation was computed.

Analysis and Interpretation

Table 1

Section	Adjustment	N	Mean	S.D.	SE _D	t-value	Level of significance
1.	Govt. schools students	100	17.4	5.39	0.75	3.61	Significant at 0.05 level
	Private school students	100	14.65	5.52			
2.	Male students	100	15.45	15.31	16.3	0.70	Insignificant at 0.05 level
	Female students	100	16.45	5.81			
Male							
3.	Govt. Students	50	16.2	4.7	1.11	1.36	Insignificant at 0.05 level
	Private Students	50	14.7	5.11			
Female							
4.	Govt. Students	50	18.6	5.71	1.1	3.63	Significant at 0.05 level
	Private Students	50	14.6	5.33			

Table 1.1 shows that the mean scores of adjustment of students studying in government and

private school are 17.4 and 14.65 respectively. SD of government and private group is 5.39 and 5.52

respectively. Obtained t-value, 3.61 is more than the table value and is significant at 0.05 levels.. Therefore Hypothesis 1 is rejected.

Table 1.2 shows that the mean scores of adjustment of male and female students are 15.45 and 16.45 respectively. SD of both groups is 15.31 and 5.81 respectively. Obtained t-value, 0.70 is less than table value and is insignificant at 0.05 level. This indicates that male and female students do not differ significantly in their adjustment. Therefore, Hypothesis 2 is accepted.

Table 1.3 shows that the mean scores of adjustment of male students studying in govt. and private school are 16.2 and 14.7 respectively. SD of

govt. and private group is 4.7 and 5.11 respectively. Obtained t-value, 1.36 is less than table value and is insignificant at 0.05 levels. This indicates that govt. and private male students do not differ significantly in their adjustment. Therefore Hypothesis 3 is accepted.

Table 1.4 shows that the mean scores of adjustment of female students studying in government and private school are 18.6 and 14.6 respectively. S.D. of Govt. and private group is 5.71 and 5.33 respectively. Obtained t-value is 3.63 is more than table value and is significant at 0.05 level. This indicates that govt. and private female students differ significantly in their adjustment. Therefore, Hypothesis 4 is rejected.

Table 2

Section	Self esteem	N	Mean	S.D.	SE _D	t-value	Level of significance
1.	Govt. schools students	100	25.39	3.97	0.53	0.62	Insignificant at 0.05 level
	Private school students	100	25.06	3.81			
2.	Male schools students	100	25.42	4.13	0.54	0.72	Insignificant at 0.05 level
	Female schools students	100	25.03	3.63			
Male							
3.	Govt. Students	50	25.78	3.92	0.81	0.88	Insignificant at 0.05 level
	Private Students	50	25.06	4.30			
Female							
4.	Govt. Students	50	25	3.97	0.72	0.08	Insignificant at 0.05 level
	Private Students	50	25.06	3.25			

Table 2.1 shows that the mean scores of self-esteem of students studying in government and private school are 25.39 and 25.06 respectively. SD of govt. and private group is 3.97 and 3.81 respectively. Obtained t-value, 0.62 is less than table value and is insignificant at 0.05 level. This indicates that govt. and private students differ significantly in their self-esteem. Therefore, Hypothesis 5 is accepted.

Table 2.2 Shows that the mean scores of self esteem male and female students are 25.42 and 25.03 respectively. SD of govt. and private group is 4.13 and 3.63 respectively. Obtained t-value is 0.72 is less than table value and is insignificant at 0.01 level. This signifies that male and female students do not differ significantly in their self esteem. Therefore, Hypothesis 6 is accepted.

Table 2.3 shows that the mean scores of self esteem of male students studying in govt. and private school are 25.78 and 25.06 respectively. SD of govt. and private group is 3.92 and 4.30 respectively. Obtained t-value is 0.88 is less than table value and is insignificant at 0.05 level. This indicates that govt. and private male students do not differ significantly in their self esteem. Therefore, Hypothesis 7 is accepted.

Section 2.4 Shows that the mean scores of self esteem of female students studying in govt. and private school are 25.00 and 25.06 respectively. SD of govt. and private group is 3.97 and 3.25 respectively. Obtained t-value is 0.08 is less than table value and is insignificant at 0.05 level. This indicates that govt. and private female students do not differ significantly in their self esteem. Therefore Hypothesis 8 is accepted.

Table 3

Section	Group	Variable	N	'r'
1.	School students	Adjustment	200	0.87
		Self esteem		

Table 3.1 represents co-efficient of Correlation between adjustment and self-esteem of Govt. and private school students. The value of 'r' is 0.87. This shows there is a significant and highly positive relationship between adjustment and self-esteem of school students. Therefore, hypothesis 9 is rejected.

Conclusion

In the study undertaken, it was found that:

1. Government school students are better adjusted than Private school students.
2. Male and females do not differ significantly in terms of adjustment.
3. Female students of Private schools are better adjusted than their Government school counterparts.

4. Government and Private school students have same degree of self esteem.
5. There is a significant and highly positive relationship between adjustment and self-esteem of Govt. and Pvt. School students.

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