
Impact of Self-esteem and Adjustment on Academic Performance of Secondary School Students

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ABSTRACT

The present investigation was conducted to examine the impact of self-esteem and adjustment on academic performance of secondary school students. For this, 300 secondary school students purposively selected as a research sample from different secondary schools located in Samastipur district area of Bihar state. Self-esteem scale of Prasad & Thakur Adjustment Inventory of M. Shamshad and K. Jehan (1987) was administered upon research sample. The examination result of research sample also taken as a academic performance. The collected data were analyzed with t-test method. The result revealed that, self-esteem and adjustment of respondents were significantly impact student's academic performance. The academic performance of girls respondents were found better than those of respondents of boys students.

Keywords : *Impact, Self-esteem, Adjustment, Academic, Performance, Secondary, School students.*

INTRODUCTION :

Academic performance denotes the human capital development of an economy of enable students and parents to know the current academic state of their students and it determines the failure and success of an academic institution.

Academic performance is the measurement of student's achievement across various academic subjects. Teachers and education officials typically measures

achievement using classroom performance, graduation rates and results from standardized tests.

Academic performance, which is measured by the examination results, is one of the major goals of school. Hoyle (1986) argued that schools are established with the aim of improving knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. According to Farooq, M.S., et.al (2011) "Students academic performance serve as a bedrock of knowledge acquisition and the development".

Thus, according to above discussion academic performance is the degree to which a student, teacher or institution has attend their short or long term educational objectives.

SELF-ESTEEM :

Self-esteem is defined as the set of positive or negative evaluation of individuals about their own selves (Resenberg, 1965). Self and Self-esteem constitute two different dimensions of personality, whereas self-esteem represents the affective and psychological dimension. The personality traits' of individuals, their psychological features, abilities, skills, social relations, feelings and their ideas about their academic or professional performance and the satisfaction they feel as a result of these ideas are included in the concept of self-esteem (Yilmaz, 2000, Izic, 2001). A high level of perceived satisfaction indicates that the individual has high self-esteem, whereas a low level perceived satisfaction indicates low self-esteem.

ADJUSTMENT :

The concept of adjustment means adoption to physical environment as well as social demands placed by the external environment. There is constant action and reaction going on between individual and his environment. There are social pressure and demands placed by socialization. The adjustments process becomes

still more complicated during the adolescence as reaction to are situation gets into conflicts with the other situation.

In the academic viewpoint, adjustment is the process of adapting to meet academic demands in the school environment. Every individual from the time he or she steps out of the family and goes to school makes a long series of adjustment in his/her environment. Adjustment is totally based on the pattern established by earlier adjustment. Many research findings shows the adjustment play positive role in student's academic performance.

Researches have been conducted to determine the student's academic performance with self-esteem and adjustment. In an empirical study Kapoor (1987) found that there were positive relationship between adjustment and academic adjustment.

Booth, et al. (2011) studied the association between academic achievement with self-esteem, gender and for young adolescents and observed that there is strong relationship between self-esteem and academic achievement and also it is partially dependent on social context.

In the context of relationship of self-esteem along with academic performance, Parisa Rashmi (2011) found that significant relation between self-esteem and academic performance.

Shah (2012) studied the relationship between academic achievements with social maturity, school adjustment and found that positive relationship between better adjustment and high social maturity with academic achievement.

Keisha (2014) found in their study that students with low self-esteem faced academic difficulties and stressed on the need of intervention.

Devi (2015) studied the school adjustment an academic achievement among tribal adolescents and found that low positive correlation between school adjustment and academic achievement.

Mahmood (2015) found in their study that female proved better adjustment than male students. They also found that student's emotional adjustment and academic achievement was found to be negative.

Bhagat (2016) studied the social adjustment, gender and academic achievement and the relationship between children and their parents. In this study, they found that there were no significant influences between them.

OBJECTIVE OF THE STUDY :

The objective of the study was to find out the impact of self-esteem and adjustment on student's academic performance.

HYPOTHESES OF THE STUDY :

The present study is an attempt to test the following hypotheses:

- (i) There would be significant difference between respondents of high and low self-esteem interm of their academic performance measures.
- (ii) There would be significant difference between adjusted and non-adjusted respondents interm of their academic performance measures.
- (iii) There would be gender difference on respondent's academic performance.
- (iv) The academic performance of respondents of high socio- economic status family would be better than those of respondents of lower socio-economic status family.

METHOD :

(I) Sample :

The sample consists of 300 secondary school students where purposively taken from different high schools located in Samastipur district areas of Bihar state. The age ranges of samples were from 14 to 16 years with an average range of 15 years.

(II) Scales :

Following scales were used for data collection work :

(i) Self-esteem Scale :



To measure the respondent's level of self-esteem, Self-esteem Scale developed by Prasad and Thakur (1990) was used.

(ii) Adjustment Inventory :

To measure the respondent's adjustment level Hindi version of Bell's Adjustment Inventory by Shamshad, M. and Jehan, K. (1987) was used.

(iii) Academic Performance :

For respondent's academic performance, the examination result of respondents were taken.

(iv) Socio-economic Status Scale :

To measure the respondent's of socio-economic status. Socio-economic Status Scale developed by Kulshreshta, S.P. (1990) was used.

ANALYSIS OF DATA :

The collected data were analyzed with t-test analytical method.

RESULT AND DISCUSSION :

Table- (i)

Comparison of Academic Performance between Respondents of High and Low Self-esteem :

| Group | N | Mean | S.D. | t-value | p-value | df |
|--|------------|--------------|-------------|----------------|----------------|------------|
| Respondents of high self-esteem | 136 | 25.74 | 4.93 | 8.68 | <.01 | 278 |
| Respondents of low self-esteem | 144 | 21.31 | 3.56 | | | |

The above table-i revealed the academic performance was significantly differed between respondents of high self-esteem and low-esteem. In this context, respondents of high self-esteem were showed better academic performance while respondents of low self-esteem were not showed. The computed t-value (8.68) was also found highly significant. It further reveals that, by means of high self-esteem respondent can able to give proper attention on their study. Thus, this result confirmed our earlier made hypothesis that "there would be significant difference



between respondents of high and low self-esteem interm of their academic performance measures."

Table- (ii)
Comparison of Academic Performance of Adjusted and Non-adjusted Respondents :

| Group | N | Mean | S.D. | t-value | p-value | df |
|---------------------------------|------------|--------------|-------------|----------------|----------------|------------|
| Adjusted respondents | 138 | 32.35 | 6.39 | 3.63 | <.01 | 269 |
| Non-adjusted respondents | 133 | 29.84 | 5.14 | | | |

The above table-ii displayed that adjusted respondents were found better in academic performance than of non-adjusted respondents. Because of adjusted respondents obtained less mean (29.84) and SD (5.14) while non-adjusted respondents obtained more mean (32.35) and SD (6.39) on academic performance. The calculated t-value (3.63) was found significant at <.01 level of confidence. According to this result, it can be say that adjustment related factor play positive role in student's academic performance. Thus, this result confirms our earlier made hypothesis that "there would be significant difference between adjusted and non-adjusted respondents interm of their academic performance measures."

Table - (iii)
Comparison of Academic Performance of Boys and Girls Respondents:

| Group | N | Mean | S.D. | t-value | p-value | df |
|--------------------------|------------|--------------|-------------|----------------|----------------|------------|
| Boys respondents | 150 | 35.35 | 5.74 | 6.33 | <.01 | 298 |
| Girls respondents | 150 | 38.96 | 4.39 | | | |



The above table -iii revealed that, there were significant difference between boys and girls respondents interm of their academic performance. In this context, girls respondents were found in better academic performance while boys respondents were not found as like girls performance. Hence it can be explained that girl respondents give more attention on their study than boys respondents. Thus, this result confirm our earlier made hypothesis that "there would be gender difference on respondent's academic performance."

Table - (iv)

Comparison of Academic Performance between Respondents of High SES and Low SES Family:

| Group | N | Mean | S.D. | t-value | p-value | df |
|---------------------------------------|------------|--------------|-------------|----------------|----------------|------------|
| Respondents of high SES family | 114 | 31.64 | 4.92 | 9.85 | <.01 | 248 |
| Respondents of low SES family | 136 | 26.32 | 3.39 | | | |

The above table-iv displayed that respondents of high socio-economic status were obtain more mean (31.64) and SD (4.92) while respondents of low socio-economic status were obtained less mean (26.32) and SD (3.39) scores on academic performance measures. The t-value (9.85) was found significant at beyond chance. According to this result it is clear that socio-economic related factor help respondents in their academic activities. They can collect and use different types of study resources researches and obtain better performance. Thus, this result confirm our earlier made hypothesis no.-iv that, "the academic performance of respondents of high socio-economic status family would be better than those of respondents of lower socio-economic status family"

CONCLUSION :

From the above findings it is clear that self-esteem, adjustment and socio-economic status related factor play positive role in student's academic performance. Hence, it is concluded that students can achieve better academic performance with the help of better self-esteem adjustments and socio-economic related factors.

SUGGESTION :

Based on the findings of this research, researcher wants to suggest that, academic performance for students are most important for their better and satisfactory life skills. So, hence it is necessary that there should be conduct research work related to academic performance to make National Sample.

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