

# A Study of Self-Esteem of Secondary School Student in Relation of Educational Adjustment

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## Abstract:

The study proposed to define the relationship between self- esteem and educational adjustment of secondary school students. Sample was selected 100 senior secondary school students of 11th & 12th class boys and girls of govt. and private schools of Safidon Tehsil. Data analyses by using Mean, SD and t- test, r value. Result depicted that moderate significant correlation was found between Government and Private School students and boys and girls students.

## Keywords:

Self -Esteem, Educational adjustment, Senior Secondary School Students.

## Introduction:

Self-esteem and educational adjustment are two interconnected concepts that play crucial roles in the academic and personal development of individuals. It means all evaluation and perception of individual's self-worth and value. It encompasses beliefs and feelings about one's abilities, appearance, achievements, and place in the world. On the other hand, educational adjustment refers to the ability of individuals to adapt and succeed within the educational environment, encompassing academic performance, social integration, and emotional well-being. The relationship between self-esteem and educational adjustment is bidirectional and mutually influential. High self-esteem can positively impact educational adjustment by promoting a positive attitude toward learning, enhancing motivation and persistence, and fostering a sense of self-efficacy and resilience. Conversely, poor educational adjustment, such as academic difficulties or social challenges, can negatively impact self-esteem, leading to decreased confidence, lowered academic aspirations, and emotional distress. During the formative years, children and adolescents experience significant changes in their self-esteem and educational adjustment. A healthy self-esteem is crucial for students to navigate the academic challenges they encounter, form positive relationships with peers and teachers, and engage in productive learning experiences. When students have a positive self-perception, they are more likely to take risks, seek help when needed, and have a growth mindset that allows for continued learning and improvement.

Conversely, low self-esteem can hinder educational adjustment by contributing to feelings of inadequacy, self-doubt, and social isolation. Students with low self-esteem may struggle academically, exhibit reduced motivation, and experience difficulties in social interactions, leading to a cycle of negative educational experiences and further diminishing their self-esteem.

Recognizing the importance of self-esteem in educational adjustment, educators, parents, and policymakers have a crucial role in fostering a supportive environment that promotes positive self-perceptions and enhances educational outcomes. Implementing strategies that promote self-esteem, such as providing constructive feedback, encouraging personal strengths and interests, and cultivating a sense of belonging, can contribute to improved educational adjustment and overall well-being of students. A healthy self-esteem positively influences educational adjustment, while educational challenges can impact self-esteem. By understanding and addressing the relationship between self-esteem and educational adjustment, educators and stakeholders can create an environment that supports students' personal growth, academic success, and overall well-being.

### **Need of the study**

Self-esteem plays a important role in the whole development and well-being of individuals, particularly during adolescence. During this phase of life, students face numerous challenges and transitions, such as adapting to new educational environments, dealing with academic pressures, and forming social relationships. Understanding the influence of self-esteem on educational adjustment can provide valuable insights for educators, parents, and policymakers to support students effectively. academic performance, emotional well-being, social relations,. Educational adjustment:

### **Objective of the study:**

- 1) Investigate the relationship between self-esteem and educational adjustment of male senior secondary school students.
- 2) To examine the relationship between self-esteem and educational adjustment of female secondary school students.
- 3) To examine the relationship between self -esteem and educational adjustment of Govt. Senior Secondary Schools.
- 4) Investigate the relationship between self -esteem and educational adjustment of Private Senior Secondary Schools.

### **HYPOTHESIS OF THE STUDY**

- 1) There is no significant relationship between self-esteem and educational adjustment of male students of senior secondary school.
- 2) There is no significant relationship between self-esteem and educational adjustment of female students of senior secondary school.
- 3) There is no significant relationship between self -esteem and educational adjustment of students of Govt. Senior secondary school.
- 4) There is no significant relationship between self -esteem and educational adjustment of Private Senior Secondary Schools.

### **TOOLS USED:**

The following tool used in this study:

Educational adjustment scale developed by Seema Rani and Dr. Basant Bahadur Singh(2014).  
Self-esteem scale development by Sanjay Vohra(1999).

**SAMPLE OF THE STUDY:**

For the present study 100 Senior Secondary School Students was selected as a sample from them 50 private School student and 50 Govt School student.

**MEHODOLOGY**

Nature of the study was Descriptive.

**STATISTICAL TECHNIQUES USED:**

Data was analysed through Mean, SD, & correlation.

**RESULT AND INTERPERTATION:**

**Table- 1**

**Relationship between self- esteem and educational adjustment of male secondary school student.**

GROUP	MEAN	S.D.	CORELATION
Self-esteem	28.64	2.72	0.096
Education- adjustment	43.6	12.84	

Table 1 shows self- esteem and educational-adjustment mean scores of students are 28.64 and 43.6 respectively. Standard deviation of male of senior secondary school student is 2.72 and 12.84. Correlation was found 0.096 which is not significant. It shows that a little correlation was found between self- esteem and self-adjustment. So the null hypothesis “There will be no significant difference in self- esteem and educational adjustment of male secondary school students” is accepted.

**Table- 2**

**Relationship between self- esteem and educational adjustment of female secondary school student.**

GROUP	MEAN	S.D.	COORELATION
Self- esteem	29.08	4.66	0.6
Education- adjustment	43.28	14.93	

Table 2 shows self –esteem and educational adjustment mean scores of female of secondary school student are 29.08 and 43.28 respectively. Standard deviation of female of secondary school student are 4.66 and 14.93. Correlation was found 0.6 which is found significant. It shows that a moderate correlation was found between self- esteem and self-adjustment. So the null hypothesis “There will be no significant difference in self- esteem and educational adjustment of female secondary school students” is rejected.

**Table- 3**

**Relationship between self- esteem and education adjustment of govt senior secondary school student**

GROUP	MEAN	S.D.	COORELATION
SELF- ESTEEM	28.98	3.79	0.75
Education-adjustment	43.44	15.28	

**Table 3** shows that self – esteem and educational adjustment mean scores of govt secondary school student are 28.98 and 43.44 respectively. Standard deviation of govt secondary school student are 3.79 & 15.28 Correlation is 0.75 which is found significant. So the null hypothesis “Their will be no significant difference between self- esteem and education adjustment of govt senior secondary school student.

**Table-4**

Relationship between self -esteem and educational adjustment of Private Senior Secondary Schools.

GROUP	MEAN	S.D.	COORELATION
SELF- ESTEEM	24.95	3.79	0.57
Education-adjustment	49.44	23.28	

**Table 4** shows that self – esteem and Educational-adjustment mean scores of private senior secondary school student are 24.95 and 49.44 respectively. Standard deviation of senior secondary school student are 3.79 and 23.28 Correlation is 0.57 which is found significant but moderate correlation was found. So the null hypothesis “There will be no significant difference between self- esteem and education adjustment of private senior secondary school student.

**Conclusion:**

In conclusion, self-esteem has a significant influence on educational adjustment. Higher self-esteem is allied with improved self-confidence educational adjustment classroom engagement. Self-esteem has vital role in promoting positive educational experiences, fostering a love for learning, and maximizing their potential for success.

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