

A Study of Self Esteem and Adjustment among Students

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ABSTRACT

The purpose of the study was to investigate the correlation between self esteem and adjustment among hosteller and non hosteller students. The sample of this study included 100 students from Baran district of Rajasthan. 50 were hosteller students and 50 were non hosteller students. Self esteem measured using the self esteem scale developed by Rosenberg and adjustment measured using the adjustment scale developed by Sinha and Singh. The result of this study showed that significant difference in self esteem among hosteller and non hosteller students. And significant difference was found in adjustment (emotional, social, and educational) among hosteller and non hosteller students. The study revealed that significant relationship of self esteem and adjustment among students.

Keywords: Self Esteem, Adjustments, Students

Education is a complex process of bringing out psychological and behavioral changes in individual. It plays a transformative role as it fosters. In some sense, change, adaptation and helps individual's in developing a harmoniously adjustable personality. Self esteem and adjustment both are psychological construct. Self esteem is a feeling, not a skill that is necessary for academic and social success. Self esteem originates early and its structure becomes increasingly elaborate with age. Building self esteem in students requires collaboration between parents and school environment. Pomerantz and Saxan, (2001). Self esteem may play a critical role in shaping personality. Individual's belief about them. Influence now them action particular situations. The goals they pursue in live, how they feel about life events and the way in which they cope with and adopt to new environment. Low self esteem is often mentioned in regard to various mental disorders, Such as depression, anxiety and learning disabilities. Adjustment as an important psychological construct can be defined as "an index of integration between need and satisfaction". Adjustment is the process by which living organism maintains a balance between its need and circumstances that influences the satisfaction of these needs (Shaffer, 1987). While general an empirical study indicates a positive and linear relationship between self esteem and adjustment. Karmos and Karmos, (1981) found a u- shaped relationship between self esteem and emotional adjustment. Kavard and Jansari (2019) examined the social adjustment among students residing in hostel and at home. The sample of 120 students (60 from residing in hostel and 60 from residing at home) was selected. The result

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revealed that there was significant difference in the mean score of social adjustment among the students residing in hostel and residing at home. The students at home group is having good social adjustment than students residing in hostel group. Alam (2018) examined the effect of adjustment on the senior secondary school students of Aligarh district. The sample of this study consisted of 220 students. The result revealed that there is significant difference in adjustment of senior secondary school students. Ghulam et al. (2017) examined the relationship between self esteem and loneliness among students. The sample of the study consisted of 400 students living in hostels. The results revealed that there was significant negative relationship between self esteem and loneliness. There was no significant difference of self esteem and loneliness among male and female students. Mishra (2017) examined the self esteem and happiness level of hosteller and non hosteller students. The total sample was 120 students (60 were hosteller and 60 were non hosteller students). The result revealed that self esteem had no significant impact on hosteller and non hosteller students. But hosteller students were found better self esteem than non hosteller students. Hosteller students were found to be happier than non hosteller students. Singh (2016) examined the impact of social environment on school students and find out the positive or negative effect of home environment on self concept of school students. The total sample was 200 (100 were hosteller and 100 were non hosteller) school students. The result revealed that non hosteller students has better self concept as compared to hosteller students.

Objectives

- To determine the level of self esteem among hosteller student and non hostler students.
- To determine the level of adjustment among hosteller students and non hosteller students.
- To find out the correlation between self esteem and adjustment among students of Baran Rajasthan.

Hypotheses

- There would be significant difference between hosteller students and non hosteller students on self esteem.
- There would be significant difference between hosteller students and non hosteller students on adjustment.
- There would be significant correlation between self esteem and adjustment among students of Baran Rajasthan.

RESEARCH METHODOLOGY

Sample: The sample consisted of 100 students from Baran Rajasthan. Out of 100 students, 50 were (Jawahar Nwoday Vidhyalaya) hosteller students and 50 were non hosteller students participated in this research work. The sample was selected by using a purposive sampling technique.

Psychological Tools

- Self esteem scale (Rosenberg, 1965)
- Adjustment inventory for school students (AISS) (Sinha and Singh, 1971)

RESULT AND DISCUSSION

Table 1: Mean Standard Deviation and t- value of Self Esteem of Hosteller Students and Non Hosteller Students

| Variables | Groups | N | Mean | S. D. | t- value |
|-------------|--------------------------|----|------|-------|----------|
| Self esteem | Hosteller students | 50 | 3.72 | 1.30 | 7.7* |
| | Non – hosteller students | 50 | 5.90 | 1.50 | |

*Significant at 0.05p level

Table 1 shows that mean and standard deviation of self esteem of hosteller students is (mean 3.72, σ 1.30) and non hosteller students is (mean 5.90, σ 1.50) and t-value is 7.7. This shows significant difference in the level of self esteem of hosteller and non hosteller students. So hypothesis 1 “there would be significant difference between hosteller and non hosteller students on self esteem” is accepted.

Table 2: Mean Standard Deviation and t- value of Emotional, Social and Educational Adjustment of Hosteller Students and Non Hosteller Students.

| Variables | Groups | N | Mean | S. D. | t- value |
|------------------------|--------------------------|----|------|-------|----------|
| Emotional Adjustment | Hosteller students | 50 | 9.14 | 2.82 | 6.76* |
| | Non – hosteller students | 50 | 6.00 | 1.66 | |
| Social Adjustment | Hosteller students | 50 | 9.20 | 2.89 | 6.42* |
| | Non- hosteller students | 50 | 6.10 | 1.80 | |
| Educational Adjustment | Hosteller students | 50 | 9.24 | 2.60 | 7.06* |
| | Non – hosteller students | 50 | 6.00 | 1.92 | |

*significant at 0.05p level

Table 2 shows that mean and standard deviation of emotional adjustment of hosteller students is (mean 9.14, σ 2.82) and non hosteller students is (mean 6.00, σ 1.66) and t-value is 6.76. This shows significant difference in the level of emotional adjustment of hosteller and non hosteller students. Mean and standard deviation of social adjustment of hosteller students is (mean 9.20, σ 2.89) and non hosteller students is (mean 6.10, σ 1.80) and t-value is 6.42. This shows significant difference in the level of social adjustment of hosteller and non hosteller students. Mean and standard deviation of educational adjustment of hosteller students is (mean 9.24, σ 2.60) and non hosteller students is (mean 6.00, σ 1.92) and t-value is 7.06. This shows significant difference in the level of educational adjustment of hosteller and non hosteller students. So hypothesis 2 “there would be significant difference between hosteller and non hosteller students on adjustment” is accepted. The better adjustment of non hosteller students may be due to the reason that they spend more time with their family members after school hours in comparison to hosteller students. (Tyagi, 1985) support this study there is significant difference in adjustment of hosteller students and non hosteller students. (Digumarti, 2006) results showed that the non residential school students were more adjusted than the residential school students.

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Figure. 1: Graphical Representation of Mean Scores of Self Esteem and Emotional, Social, Educational Adjustment Between Hosteller Students and Non Hosteller Students.

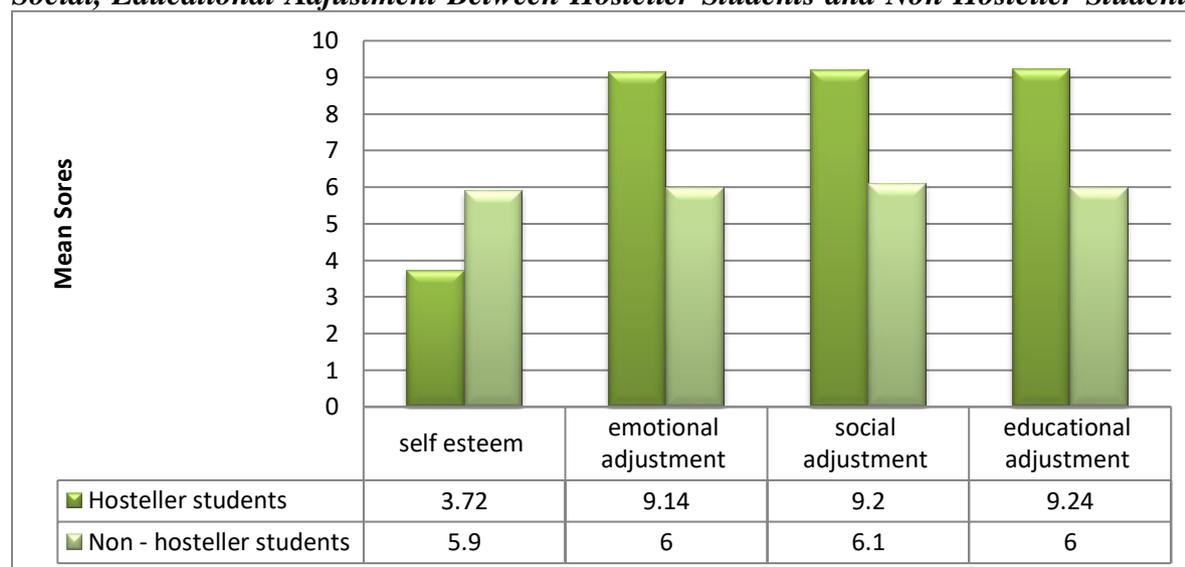


Table 3: Correlation Between Self Esteem and Adjustment Among Students.

| S.N. | Variables | N | df | r-value |
|------|-------------|-----|----|---------|
| 1. | Self esteem | 100 | 98 | 4.86* |
| 2. | Adjustment | 100 | | |

*significant at 0.05p level

Table: 3 shows that the obtained value of r (4.86) is significant at 0.05 levels. Because the calculated value of r is higher than the tabulated value. Thus the hypothesis 3 “There would be significant correlation between self esteem and adjustment among students of Baran Rajasthan” is accepted. The result of this study confirmed the previous findings, as students having high self esteem had better overall adjustment.

CONCLUSION

The present study revealed that there is significant difference was found between hosteller students and non hosteller students on self esteem. The non hosteller students self esteem is higher than hosteller students. There is significant difference was found between hosteller students and non hosteller students on adjustment. The non hosteller student’s adjustment is higher than hosteller students. There is significant positive relationship between self esteem and adjustment among students.

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Conflict of Interest

The author(s) declared no conflict of interest.

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