The Influence of Self-Esteem on Adjustment Problems in Adolescents

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Abstract

Adolescent is the most critical and important period of individual development. It is the period of rapid revolutionary changes in the individual's physical, mental, moral, spiritual, sexual and social outlook. It is a transitional period during which they learn many new habits, behaviors and give up some old habits. Some adolescents do not negotiate these challenges positively and leads to personal and social problems which lead towards their maladjustment. The present study aim was to identify the influence of self-esteem on adjustment problem among adolescents of Selected Schools in Perambur, Chennai. 202 adolescents studying 9th standard were selected by simple random sampling from 4 private schools with lottery method. Descriptive survey method was carried out and samples were examined with Adjustment Inventory for School Student developed and standardized by A.K.P Sinha and R.P. Singh (1971) and Romberg self-esteem inventory were used to assess the self-esteem level. The Study findings revealed that most of the adolescents were normal, 15 (7.43%) had high self - esteem and 8 (3.96%) had low esteem. In overall Adjustment revealed that most of them 132 (52.2%) had unsatisfactory Adjustment. And it was found that when Adjustment problems decreases the Self Esteem level of Adolescent also increases. This study suggested that the school counseling service have to be focused on the development of the healthy emotional and interpersonal relationship in line with developmental issues. Awareness training programmed are to be imparted in the schools to ensure the adolescents to grow positive interpersonal relationships and to face confidently their emotional difficulties. This study would help the administrator and government to create a congenial atmosphere in the institutions which would benefit both the side. Bringing into consideration the prevailing adjustment, Self Esteem and personality related problems of adolescents in the education system.

Keywords: Adolescents; Adjustment; Self esteem

Introduction

"Snow and adolescence are the only problems that disappear if you ignore them long enough"- (Earl Wilson).

World Health Organization defines health as a state of complete physical, mental and social well-being, and not merely the absence of the disease (WHO 2006). Following the definition, Mental health is described to be as important as physical health and playing

a critical role for an individual's overall well-being. Today, mental problems are considered as one of the major public health concerns. The reported lifetime prevalence for any mental disorder varies between 33% and 46%. Mental health problems and disorders and disordered not only affect an individual's quality of life but also imply a heavy burden for the society through direct medical and non-medical costs (Smit., *et al*. 2006).

Adolescence psychological well being and self esteem can be interpreted as indicators of adaptive positive emotion is need for continuous developmental process in their life. Self Concept, Self Identity, Self Esteem and Assertiveness are important developmental tasks for adolescences and these are related to successful emotional regulation and absence of psychological distress. If these indicators are diminished among adolescences means it will end up with psychological problems like depression, suicide, alcohol and drug abuse (Zaff., *et al*. 2007). Adolescence has been described by Stanley Hall as 'the period of storm and stress of human life'. It is very crucial period of one's life which covers roughly from 12 - 18 years. Adolescence is not an exception and it is also associated with some problems. By 2025, the world's population is expected to include more than 830 million people at an age of 12 - 18 years [1-21].

Need for the study

Adolescences are facing multitude problems throughout the world. Young people suffer from different maladjustment problems at one time or the other during their development. The major problems that usually involved with these age groups are substance abuse, internalizing disorders (depression, anxiety) and externalizing disorders (delinquency, aggression, educational difficulties, truancy etc). Many of these problems are of transient in nature and are often not noticed. Further they may exhibit these problems in one setting and not in other (e.g. home, school).

Adolescences and adolescences from a significant proportion of the general population accounting to 40 % in developing countries. There is ample evidence that child health and mental health are major public health and social concern in all countries. Approximately 1/3 of world population, in some 1300 million is under the age of 15 and between 5% and 15% of all adolescences and adolescences are affected by persistent and socially handicapping mental disorders. Furthermore, the rapid social and economic changes taking place in developing countries. Were the 80 % of the world's adolescences and adolescences live, have resulted in increased psycho – social stresses and exacerbating mental health problems. In these conditions, adolescences are a particularly high risk group (WHO 1997).

In order to enhance the adolescent' mental ability this study is designed to get way from adjustment problem thereby improve the self esteem.

Research gap

Despite increased attention towards the early signs of affecting problems in adolescences, there remains limited research specifically examining the potentially important role of same groups. Within this limited research itself, very little is known in particular about the links between self-esteem, adjustment problems and adolescences' experiences. It will be also important for future researchers to more closely examine adjustment problems of adolescences with respect to influence of self-esteem. There has been little research obviously exploring the self-esteem level and adjustment problems in relation to adolescence.

Hence, the aim of this study was to build on previous studies by investigating the level of self-esteem and its influence on adjustment problems among adolescences. in both boys and girls.

Interests in study

The researcher has chosen this study due to her personal interest, past experiences after studying and understanding the depth of adolescence problems. Since the researcher was working with adolescences she felt the need of the study and to guide them to get rid of the problem. Now a day most of the adolescences are influenced by social media, thereby their emotions are easily affected. So, there is a need to understand the adjustment problems and the level of self-esteem and various social situation.

Research questions

- What is the level of self-esteem of the adolescence (Both Boys and Girls)?
- What and where are the adjustment problems seen among the adolescence?
- How does adjustment problem influence self-esteem?
- Is there any correlation between self-esteem and adjustment problem?
- Poor adjustment problems lower self-esteem.

Hypotheses

- H1: There is a significant difference between self-esteem and adjustment among adolescents.
- H2: There will be a significant difference among adolescent adolescents self-esteem and adjustment with the selected socio-demographic variable.

Materials and Methods

After obtaining ethical consideration ethical consideration Descriptive survey research methodology was used to get an overview of adjustment problems of adolescents who were studying 9th standard in private schools with respect of their self-esteem. Sample of this study was all school going adolescent boys and girls studying 9th standard in selected private schools at Chennai who fall under the inclusion criteria and available during the period of data collection. The sample size of the study was taken from 202 adolescence boys and girls studying 9th standard. The participants were selected at Probability/random sampling design. The sampling technique used was simple random design, conducted in four Schools of Paramour. Among four schools 50 samples from 2 boys schools and 51 from 2 girls were chosen respectively for the study. The dada was collected by using Adjustment Inventory for School Student developed and standardized by A.K.P Sinha and R.P. Singh (1971). and Romberg self-esteem inventory were used to assess the self-esteem level. Rosenberg Self Esteem was used to assess the self-esteem of adolescents. It is a standardized tool. This tool measures the total self-esteem of the individual. It consists of 10 questions of five point Likert scale designed to assess the self-esteem of the adolescents. It consists of 10 statements. In that 5 statements are positive (question no: 3, 5, 8, 9, 10) and other 5 statements are negative (question no: 1, 2, 4, 6, 7). The Adjustment Inventory consists of 60 items out of which 20 items measure emotional, 20 items measure social adjustment, and 20 items measures educational adjustment. All the items are arranged randomly. Each items of the inventory has two answers: 'yes' and 'no'. The subjects were instructed to encircle one response out of the two. In that for any answer indicative adjustment zero (0) was given otherwise a score of one (1) was given.

Findings and Discussion

With respect to Age the majority 112 (56.4%) Students were in the age group 14 years and 79 (39.1%) Students were in the age group of 13 years and 9 (4.5%) Student was in the age group of 16 years. Out of 202 Students, majority 102 (50.5%) Students were female and 100 (49.5%) Students were male. 89 (44.1%) students siblings gender was girl, 86 (42.6%) students siblings were male and 27 (13.4%) students does not had siblings. In number of siblings, 138 (68.3%) students 1 sibling, 25 (12.4%) students were nil number of siblings, 23 (11.4%) students had 2 siblings and 16 (7.9%) students had 3 siblings. 134 (66.3%) students were belonged to. In fathers Occupation 70 (34.7%) coolie, 62 (30.7%) were private employees, 35 (17.3%) were business, 22 (10.9%) were government, 13 (6.4%) were other occupation. In mothers Occupation 145 (71.8%) were housewife, 18 (8.9%) were private, 17 (8.4%) were coolie.

Figure 1 depicts shows that most of the adolescents 179 (88.61%) were normal, 15 (7.43%) had high self – esteem and 8 (3.96%) had low esteem among adolescent children.
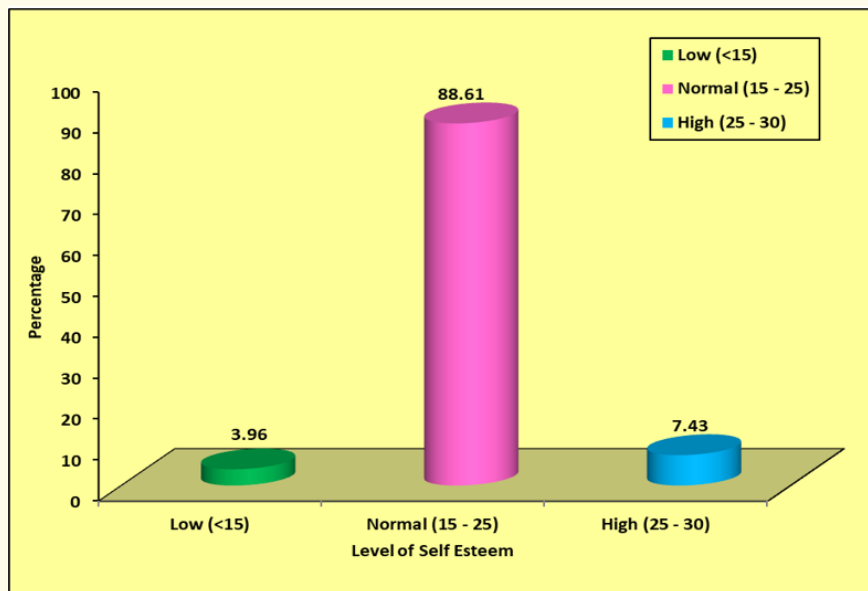

Figure 1: Percentage distribution of level of self esteem among adolescents.

Figure 2 depicts that with respect to emotional Adjustment most of them 80 (31.6%) had good emotional Adjustment, 52 (20.6%) had average emotional Adjustment, 40 (15.8%) had unsatisfactory emotional Adjustment, 16 (6.3%) had very unsatisfactory emotional Adjustment and 14 (5.5%) had excellent emotional Adjustment. With regard to social Adjustment, most of them 119 (47%) had very un-satisfactory social Adjustment, 68 (26.9%) had unsatisfactory social Adjustment, 11 (4.3%) had average social Adjustment, 3 (1.2%) had good social Adjustment and only one (0.4%) had excellent social Adjustment. Considering the educational Adjustment, 108 (42.7%) had

very unsatisfactory educational Adjustment, 82 (32.4%) had unsatisfactory educational Adjustment, 9 (3.6%) had average educational Adjustment and 3 (1.2%) had good educational Adjustment. The overall Adjustment revealed that most of them 132 (52.2%) had unsatisfactory Adjustment, 42 (16.6%) had very unsatisfactory Adjustment and 28 (11.1%) had average Adjustment.
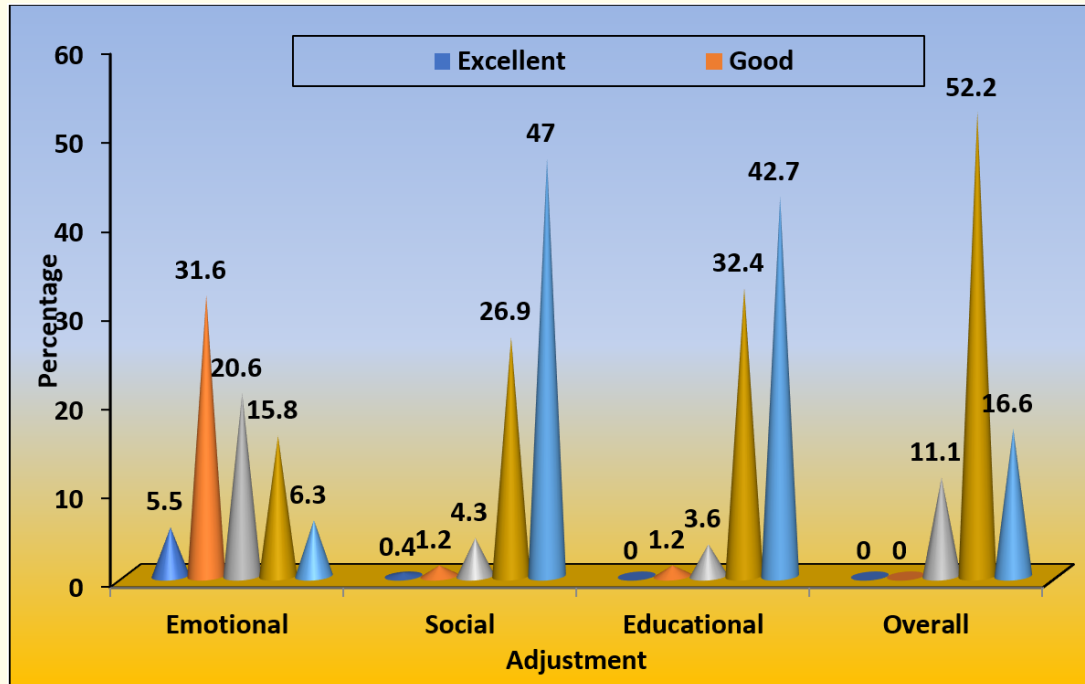

Figure 2: Percentage distribution of level of self esteem among adolescents.

In table 1 among boys, the mean score of Self Esteem was 21.30 ± 3.29 and the mean score of among girls was 20.69 ± 3.31. The calculated unpaired 't' test value of t = 1.321 was not found to be statistically significant. With respect to boys, the mean score of Adjustment was 25.32 ± 6.06 and the mean score of among girls was 25.79 ± 5.75. The calculated unpaired 't' test value of t = 0.561 was not found to be statistically significant. The finding infers that there was no significant difference in the level of Self Esteem and Adjustment between boys and girls. Thus, the hypothesis H1 which states that there is a significant difference between the levels of self-esteem and adjustment problemsamong adolescent adolescents was rejected.

The table 2 portrays that the mean score of Adjustment was 25.55 ± 5.89 and the mean score of Self Esteem was 21.0 ± 3.31. The calculated Karl Pearson's Correlation value of r = -0.318 shows a negative correlation which was found to be statistically significant at p < 0.001 level. This clearly infers that when Adjustment problems decreases the Self Esteem of Adolescent Children increases.

Gender	Variables	Mean	S.D	Student Independent 't' Test Value
Self esteem	Boys	21.30	3.29	t = 1.321
	Girls	20.69	3.31	p = 0.188, N.S
Adjustment	Boys	25.32	6.06	t = 0.561
	Girls	25.79	5.75	p = 0.575, N.S

Table 1: Comparison of self esteem and adjustment among adolescent children (Boys and girls) (N = 202).

Variables	Mean	S.D	Karl Pearson's Correlation Value
Adjustment	25.55	5.89	r = -0.318
Self Esteem	21.0	3.31	p = 0.0001, S***

Table2: Correlation between Adjustment and Self Esteem among adolescent children (N = 202).

***p < 0.001, S – Significant.

In table 3 the demographic variable sibling's gender had shown statistically significant association with level of Self Esteem among Adolescent Adolescents at $p < 0.001$ level and the other demographic variables had not shown statistically significant association with level of Self Esteem among adolescent adolescents. None of demographic variables had shown statistically significant association with level of Adjustment among adolescent adolescents. Thus the hypothesis H2 which states there will be a significant difference among adolescent adolescents' self- esteem level and adjustment problems with the selected socio -demographic variable was accepted with regard to demographic variable in self-esteem in terms of sibling's gender and there is no significant association with level of adjustment.

Demographic Variables	Low		Normal		High		Chi-Square Value
	No.	%	No.	%	No.	%	
Siblings Gender							χ^2=16.402
Boy	1	0.5	74	36.6	11	5.4	d.f = 4
Girl	3	1.5	82	40.6	4	2.0	p = 0.003
No sibling	4	2.0	23	11.4	0	0	S***

Table 3: Association of level of Self Esteem among Adolescent with selected demographic variables (N = 202).

Recommendations

The school counselling service have to focus on the development of the healthy emotional and interpersonal relationship in line with developmental issues. Awareness training programmed are to be imparted in the schools to ensure the adolescents to grow positive interpersonal relationships and to face confidently their emotional difficulties. Awareness programmed based on emotional and psychological aspects are to be designed and made available for the young people.The researcher would like to suggest that in order to promote academic success, there should be educators training program to understand the need and overall self-esteem of the students and find ways to promote self-esteem.

Scope for the Future Study

- A similar study can be conducted among professional college students.

- A similar study can be conducted as a comparative study between Private and government school adolescents

- Study can be conducted to find out the effectiveness of counseling programme to modify the adjustment problems.

- A similar study can be done among Higher Secondary students.

- An extensive descriptive study to assess the knowledge and attitude on adjustment problems among adolescents can be conducted.

- Study can be conducted between single child and child with siblings.

- How far the self-esteem levels influence the School performance of the students would have been included in the study.

Limitation

Researcher could not obtain fullest cooperation due to their exam schedule The researcher was not able to identify the self-esteem and associated with the level adjustment of problems among adolescents. The study samples were taken from selected schools only. The study was limited to adolescents 9th standard students.

Conclusion

Self-esteem is an important variable which affects the student's personality and adjustment. From the above finding following education implication were applied. This is the first study which concentrates on the impact of the Self Esteem on personality and adjustment of the students. In this study the relationship between Self Esteem, personality and adjustment has been studied. If a significant relation exists between the said variables, various existing problems related Self Esteem, personality and adjustment of adolescents can be eradicated. The results would also helpful to understand the factors responsible for self-esteem, personality and adjustment. The study might be useful in solving some of the problem related to Self Esteem, personality and adjustment as related to the variables. The study would help the administrator and government to create a congenial atmosphere in the institutions which would benefit both the side. Bringing into consideration the prevailing adjustment, Self Esteem and personality related problems of adolescents in the education system.

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