SOCIAL ADJUSTMENT, SELF-ESTEEM AND ACADEMIC ACHIEVEMENT OF COMMERCE STUDENTS AT HIGHER SECONDARY LEVEL IN THIRUVANANTHAPURAM DISTRICT

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Abstract

In the present era, education in India is facing many challenges. The problems of education are direct results of several factors, which act heavily up to on personality and achievement of the students. Adolescence is the time when a person begins to explore himself or herself, attempting to define one's own self and gaining insight into one's own personality. One of the most important aspects of the select concept is our self-esteem and the self-esteem is influenced by a wide variety of factors. Self-esteem is the value each of us places on our own characteristics, abilities and behaviours (Slavin, 1997). Self-esteem indicated that the extent to which we believe ourselves to be significant, capable and worth. Self-esteem is generally applied to feeling of worthiness.

Adjustment is the process by which a living organism maintains a balance between it need and the circumstances that influences the satisfactions of these needs. This broad two field division is consistent with the common practice of classifying adjustment difficulties in to social adjustment and personal adjustment problem. Social adjustment is the process where by the individual attempts to maintain or further inclinations in the fact of the ever changing conditions and pressures of his social environment or the state or conditions attained through such efforts. Social adjustment and self – esteem have influence on the academic achievement of students. Therefore, social adjustment and self-esteem are considered to be very important factor at the stage of school education as this has a significant effect on academic achievement.

The present study thus tries to find out how certain factors related to social adjustment and self-esteem influences higher secondary school Commerce students' academic proficiency. It is in this context the investigator decided to find out the relationship between social adjustments, self-esteem of academic achievement of Commerce students at higher secondary school level.. There is no significant difference in the self esteem of Commerce student at higher secondary level in Thiruvananthapuram district with respect to their gender, locale, religion, type of management of school and parent's monthly income.

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INTRODUCTION

In the words of Russell (1984), "education is pursuit of excellence for public good". India's ancient system of education follows that whatever the limitations may be, if aims of the public good of the integral development of an individual. It constitutes a process of education for life. Education is needed for every human being not only to become literate and a scholar, but also lead a better and happier way of life. Education should teach the tools for learning to know, learning to live together, and learning to be, according to the United Nations Educational Scientific and Cultural Organization (2005).

Adolescence is the stage where one starts to explore oneself, tries to identify one's real self and gets an insight about one's own self. One of the most important aspects of the select concept is our self-esteem and the self-esteem is influenced by a wide variety of factors. Self-esteem is the value each of us places on our own characteristics, abilities and behaviours (Slavin, 1997). Self-esteem is defined as the degree to which we think we are significant, capable, and valuable. The term "self-esteem" refers to a sense of merit.

In this modern world social adjustment and self-esteem are vital things that can't be neglected. So it is very important to promote the capacity of social adjustment and self-esteem. As quality of performance is the key factor for success in a competitive world the students should have a high level of self-esteem through their academic success. The studies on self-esteem, social adjustment and academic achievement have shown that students who possessed high self-esteem were found as mere confident and comfortable.

NEED AND SIGNIFICANCE OF THE STUDY

The investigator has several opportunities to interact with the higher secondary school students during teaching practice session. The experience and exposure gained through these interactions have influences the investigator's perception regarding certain factors that found to influences academic achievement of higher secondary school students. In this regard one such factor which the investigator thought as positive variable related to one's achievement is self-esteem status of a person.

The present study is an attempt to find out how much the Commerce students get utilize by the factors of social adjustment and self-esteem. Many studies have proved the relation between social adjustment and academic achievement, self-esteem and academic achievement. But how far it has helped Commerce students is still vague. Social adjustment

and self-esteem influences the academic achievement of the student, it is very important at the higher secondary level. The present study thus tries to find out how certain factors related to social adjustment and self-esteem influences higher secondary school Commerce students' academic proficiency. It is in this context the investigator decided to find out the relationship between social adjustments, self-esteem of academic achievement of Commerce students as higher secondary school level.

OBJECTIVES OF THE STUDY

1. To find out the level of social adjustment of Commerce students at higher secondary level in Thiruvananthapuram district.

2. To find out the level of self - esteem of Commerce students at higher secondary level in Thiruvananthapuram district.

3. To find out the level of achievement of Commerce students at higher secondary level in Thiruvananthapuram district.

4. To find out the relationship between social adjustment and self – esteem of Commerce students at higher secondary level in Thiruvananthapuram district.

5. To find out the relationship between social adjustment and academic achievement of Commerce students at higher secondary level in Thiruvananthapuram district.

6. To find out the relationship between self – esteem and academic achievement of Commerce students at higher secondary level in Thiruvananthapuram district.

7. To find out the significant difference in the social adjustment of Commerce students at higher secondary level in Thiruvananthapuram district with respects to their :

   a. Gender
   b. Locality
   c. Religion
   d. Type of Management
   e. Monthly Income of Parent's

8. To find out the significant difference in the self-esteem of Commerce students at higher secondary level in Thiruvananthapuram district with respect to their:

   a. Gender
   b. Locality
   c. Religion

      d. Type of Management

      e. Monthly Income of Parent's

9. To find out the significant difference in the academic achievement of Commerce students at higher secondary level in Thiruvananthapuram district with respect to their:

      a. Gender

      b. Locality

      c. Religion

      d. Type of Management

      e. Monthly Income of Parent's

HYPOTHESES OF THE STUDY

1. There is no significant relationship between social adjustment and self – esteem of Commerce students at higher secondary level in Thiruvananthapuram district.

2. There is no significant relationship between social adjustment and academic achievement of Commerce students at higher secondary level in Thiruvananthapuram district.

3. There is no significant relationship between self – esteem and academic achievement of Commerce students at higher secondary level in Thiruvananthapuram district.

4. There is no significant difference in the social adjustment of Commerce students at higher secondary level in Thiruvananthapuram district with respect to:
   a. Gender
   b. Locality
   c. Religion
   d. Type of Management
   e. Monthly Income of Parent's

5. There is no significant difference in the self-esteem of Commerce students at higher secondary level in Thiruvananthapuram district with respect to:
   a. Gender
   b. Locality
   c. Religion
   d. Type of Management
   e. Monthly Income of Parent's

6. There is no significant difference in the academic achievement of Commerce students at higher secondary level in Thiruvananthapuram district with respect to:
   a. Gender
   b. Locality
   c. Religion
   d. Type of Management
   e. Monthly Income of Parent's

METHODOLOGY IN BRIEF

Method:

The Investigator used the Normative Survey Method for collecting relevant data for the present study.

Population:

The Present investigator defined the population for the study as Commerce students at higher secondary level in Thiruvananthapuram District.

Sample of the Study:

The sample for the investigation included 400 Commerce students at higher secondary level selected on the basis of ***Stratified Random Sampling*** technique from different Unaided, Aided and Government higher secondary schools which are located in Thiruvananthapuram District.

Tools Used:

The following tools are used by the investigator.

   i.   Personal Data Sheet

  ii.   Social Adjustment Scale (Developed by the Investigator)

Validity of Social Adjustment Scale:

The scale is found to have both face validity and content validity. The term face validity means that a test 'looks' valid particularly to those who were in the field. The face validity of present scale was determined by submitting it to a panel of experts.

By verifying the content of the test using authentic literature, the content validity of the test was also established. It was also made sure with the help of the expert in the field.

Reliability of Social Adjustment Scale:

Odd-even method was used to find out the reliability of the scale. The odd-even method was generally favored by researchers and therefore the odd-even items were scored separately and these two sets of scores were when correlated using the Spearman Brown formula. The Spearman Brown formula for finding the reliability co-efficient of half test is $1-[6\Sigma D^{2/} N (N^2-1)]$ The reliability co-efficient of half test (r) was found to be as 0.85 and the formula for finding reliability co-efficient of the whole test was $R = 2r/ (1+r)$, where R is the

reliability of whole test and r is the reliability of half test. The reliability of the whole test was found to be 0.84. This showed that the scale possessed a very high reliability

Self-Esteem Inventory (Developed by the Investigator)

Validity of Self-esteem Scale:

The scale is found to be having both face validity and content validity. The term face validity means that a test 'looks' valid particularly to those who were in the field. The face validity of present scale was determined by submitting it to a panel of experts.

By verifying the content of the test using authentic literature, the content validity of the test was also established. It was also made sure with the help of the expert in the field.

Reliability of Self-Esteem Scale:

Odd-even method was used to find out the reliability of the scale. The odd-even method was generally favored by researchers and therefore the odd-even items were scored separately and these two sets of scores were when correlated using the Spearman Brown formula. The Spearman Brown formula for finding the reliability co-efficient of half test is $1-[6\Sigma D^{2/} N (N^2-1)]$. The reliability co-efficient of half test (r) was found to be as 0.87 and the formula for finding reliability co-efficient of the whole test was $R = 2r/ (1+r)$, where, R is the reliability of whole test and r is the reliability of half test. The reliability of the whole test was found to be 0.86. This showed that the scale possessed a very high reliability.

Achievement test in Commerce (Developed by the Investigator)

Table 1.Blue Print of the Achievement Test

Objectives / Content (Forms of Questions)	Knowledge O	S	E	Understanding O	S	E	Application O	S	E	Skill O	S	E	Total
Submit 1	$(1)^1$												1
Submit 2		$(1)^4$		$(1)^1$			$(1)^1$						6
Submit 3				$(2)^1$	$(1)^7$								9
Submit 4				$(1)^1$							$(1)^4$		5
Submit 5								$(1)^4$					4
Sub Total	1	4		4	7		1	4			4		
Total		5			11			5			4		25

The Number outside the brackets indicates marks

The Number inside the brackets indicates Number of questions

O-Objective, S-Short Answer, E-Essay

Procedure for Data Collection

For collecting data, the investigator first approached the head of the schools and seeks their permission. The investigator administered social adjustment scale and self-esteem scale to the students after giving instruction. Then investigator gave an achievement test to Business studies and Accounting, on the topic Nature and significance of management and Partnership. The data relevant for the present study were analyzed using appropriate statistical technique.

Statistical Techniques Employed

The major statistical techniques used are: Correlation test, t-test, F-test (ANOVA)

ANALYSIS AND INTERPRETATION OF DATA

Details Regarding the Level of Social Adjustment of Commerce Students at Higher Secondary Level

The majority (85.75%) of Commerce students at higher secondary level have average level of social adjustment where as only a small percentage(4) of students have high level of social adjustment. The table also shows that 10.25% of Commerce students at higher secondary level have social adjustment at low level.

Table 2. Comparison of Male and Female Commerce Students at Higher Secondary Level in their Social Adjustment

Gender	Number	Mean	S.D	t	Level of Significance
Male	214	171.9626	25.67		Not
Female	186	171.47	32.989	0.06	Significant at 0.05 level

From the table it is clear that for the comparison between male and female Commerce students at higher secondary level in their social adjustment showed that the obtained t value (t) 0.06 is less than the table value (1.96) at 0.05 level of significance. This reveals that there is no significant difference between male and female Commerce students at higher secondary

level in their social adjustment at 0.05 level. Since the result is in conformity with the hypothesis framed in this context, hypothesis 4 a; *there is no significant difference in the social adjustment of Commerce students at higher secondary level with respect to their gender* is **accepted.**

Details regarding the Level of Self-esteem of Commerce Students at Higher Secondary School Level

It is clear that majority (73%) of the Commerce students at higher secondary level have average level of self esteem where as 10 percent of students has high level of self esteem. The table also shows that 17% of Commerce students at higher secondary level have self esteem at low level.

Table 3. Test of Significance of Male and Female Commerce Students at Higher Secondary Level in their Self-esteem

Gender	Number	Mean	S.D	t	Level of Significance
Male	214	208.3037	36.37	0.01	Not Significant
Female	186	208.23	36.46		

From the above table it is clear that for the comparison between male and female Commerce students at higher secondary level in their social adjustment showed that the obtained t value (t) 0.06 is less than the table value (1.96) at 0.05 level of significance. This reveals that there is no significant difference between male and female Commerce students at higher secondary level in their social adjustment at 0.05 level. Since the result is in conformity with the hypothesis framed in this context, hypothesis 4 a; *there is no significant difference in the social adjustment of Commerce students at higher secondary level with respect to their gender* is **accepted.**

Details Regarding the Level of Achievement of Higher Secondary School Students in Commerce

The majority (87%) of students at higher secondary school level has average level of academic achievement in Commerce where as five percent of students has high level of achievement. The table also shows that 8% of students at higher secondary level have academic achievement in Commerce at low level.

Test of Significance of Male and Female Students at Higher Secondary Level in their Achievement in Commerce

Gender	Number	Mean	S.D	t	Level of Significance
Male	214	20.9532	3.37	2.25	Significant at 0.05 level
Female	186	20.688	3.47		

The comparison between male and female students at higher secondary level in their achievement in Commerce showed that the obtained critical value (t) 2.25 is greater than the table value (1.96) at 0.05 level of significance. This reveals that there is significant difference between male and female Commerce students at higher secondary level in their achievement in Commerce at 0.05 level. Since the result is in conformity with the hypothesis framed in this context, hypothesis 6 a; *There is no significant difference in the achievement in Commerce of students at higher secondary level in Thiruvananthapuram district with respect to their Gender* is **rejected.**

CONCLUSIONS OF THE STUDY

1. There is no significant difference in the social adjustment of Commerce students at higher secondary level with respect to their gender, locale, religion, type of management of school and parent's monthly income.

2. There is no significant difference in the self esteem of Commerce student at higher secondary level in Thiruvananthapuram district with respect to their gender, locale, religion, type of management of school and parent's monthly income.

3. There is significant difference in the achievement in Commerce of students at higher secondary level in Thiruvananthapuram district with respect to their Gender and locale.

4. There is no significant difference in the achievement in Commerce of students at higher secondary level in Thiruvananthapuram district with respect to their Religion, type of management of school and parent's monthly income.

5. There is significant relation between social adjustment and self-esteem of Commerce students at higher secondary level in Thiruvananthapuram district.

6. There is significant relation between self-esteem and achievement in Commerce of students at higher secondary level in Thiruvananthapuram district.

7. There is no significant relationship between social adjustment and achievement in Commerce of students at higher secondary level in Thiruvananthapuram district.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The aim of the present study is to find out the inter relationship between social adjustment, self esteem and academic achievement among commerce students of higher secondary level of Thiruvananthapuram district. From the study, it is revealed that there exist significant relationship between social adjustment and self-esteem, social adjustment and academic achievement, self-esteem and academic achievement. Since these variables are important from the point of view of educational practices, the following implications are made.

- Social adjustment of found to be an important variables in the personality development.

- It is very associated with academic and non-academic field of the person.

- In this study revealed that social adjustment is very essential factor in the field of education. Hence the teacher should give proper motivation to the students to develop their ability for social adjustment.

- Teacher can help the students to become an effective and efficient member of the society.

- Social adjustment and self-esteem found to be an important factor in the development of students overall performance.

- Social adjustment and self-esteem are more affected with academic and non academic field of person.

- The teacher provide motivation to the students for developing their self-esteem in order to shine in their future life.

- The teachers should arrange a lot of programmers to develop the social adjustment and self-esteem, of students and hence opportunities may be given in this regard.

- The teacher can provide field trip, study tour for increasing social adjustment capacity and self-esteem.

- Teacher can promote the students to visit cancer centers, old age homes, orphanages etc for increasing their social adjustment ability.

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