Self-Esteem, Adjustment, Psychological Well-Being And Academic Performance Of Secondary School Students

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Abstract

Adolescents try to get used to rapid changes and developments of 21st century, in this course they often ignore their own psychological well-being and don't understand the reason behind the fluctuation of their academic achievement. The psychological well-being of adolescents has been shown to be related to many individual factors. The present study attempts to assess the relationship of self-esteem and adjustment with psychological well-being and academic achievement of secondary school students. Data were collected from 100 students living in Varanasi district belonging to age group of 15 to 16yrs. from the Government and Private Schools using purposive sampling technique. Rosenberg Self-esteem Scale (RSES) and Psychological Well-Being Scale (PWBS) were used for measuring self-esteem and psychological well-being respectively. Adjustment Inventory for School Students (AISS) was used to assess adjustment level of students. A significant positive relationship among self-esteem, psychological well-being and academic achievement was determined. Adjustment level of students were found to be significantly positive correlated with academic achievement level and well-being of the students

Keywords: self-esteem, social adjustment, educational adjustment, psychological well-being,

Introduction

Apart from family, school influences the youth, shapes friendships and success in life. It is the time of growth and development, a time for change, a time to struggle with dependence and independence, and a time to make mistakes and grow from them (Fenwick, & Smith, 1994). Every child needs affection, the feeling of belonging and being wanted, respect as an individual, a favourable setting for growth, development of security, freedom from excessive domination, discipline, and support to allow an active imagination to develop (Torrance, & Strom, 1965).

Education has become one of the clearest indicators of life outcomes such as employment, income and social status, and is a strong predictor of attitudes and wellbeing. It is often used by people to shape their 'social identity', framing their understanding of themselves and their relationships with other people. A positive, affirming social identity is associated with a range of positive outcomes in life, such as increased wellbeing, health, social trust and political engagement. However, the

emphasis on education in today's society makes it much harder for people with low levels of education to develop a positive social identity. This can negatively affect self-esteem and wellbeing. Further academic achievement has long been recognized as one of the important goals of education the world over. However, it is general observation that learners placed in an identical set of academic situations vary in their scholastic achievement. Research conducted to prove into the academic achievement phenomenon, has convincingly, demonstrated that the academic achievement is product of a number of factors operating within the individual and outside him.

Factors Influencing the Academic Performance of the Students

Attitude of the Students – In secondary schools, the students are between 12 to 18 years of age. They possess the abilities to differentiate between what is appropriate and what is inappropriate. Goal-oriented students usually possess positive feelings regarding their school experiences, they possess the traits of discipline, diligence, and resourcefulness, are avid readers and tend to devote less time towards recreation and leisure activities. It is vital for the students to possess positive thinking in terms of their schools, teachers and academic subjects. With positive attitude, they will be able to dedicate themselves wholeheartedly towards learning and generate the desired academic outcomes (Maina, 2010)

Classroom Environment – The academic concepts are made known to the students by the teachers within classroom. Teachers have the main job duty of completing the subject syllabus. Therefore, it is vital that classroom environment should be disciplined, and well ordered (Kudari, 2016). Within the classroom, it is vital for the teachers and the students to implement the traits of morality and ethics. It is vital to promote mutual understanding,

Role of Parents – Home is referred to as the place from where the foundation of learning and education takes place. In order to produce good academic outcomes, it is vital for the parents, children and other family members to encourage a learning atmosphere within homes. Parents play an important role in leading to operative growth and development of their children (Kudari, 2016). In schools, whatever problems that children go through regarding academics and other areas, they normally communicate to their parents. Parents are sources of security, encouragement and help their children in providing solutions to their problems.

Social Circle – Children get enrolled in schools not only to learn academic concepts, but they also learn, how to interact and socialize with others. Students usually form friendly terms and relationships with the fellow students. Forming a social circle and friendships have a positive effect upon the academic outcomes of the students. It also causes social satisfaction and happiness in one's student life (Kudari, 2016).

Psychological and Health Related Factors – Learning is not an easy task for the students. It is essential for them to possess diligence, resourcefulness and conscientiousness to enhance their learning. In order to generate positive academic outcomes, it is essential for the students to maintain their psychological and physical health. By consuming a healthy and nutritious diet, getting engaged in extra-curricular activities, staying calm and taking pleasure in studying are some of the aspects that help in maintaining good psychological and physical health (Srinivas, & Venkatkrishnan, 2016).

Motivating and Encouraging Students – In academic learning, some of the concepts are difficult to learn and understand. When problems and difficulties are experienced by the students, then they need to obtain assistance from others. When students find certain areas difficult to learn, then teachers should repeat the concept, provide them class and homework assignments, so that they are able to acquire complete understanding of the concepts (Srinivas, & Venkatkrishnan, 2016).

Lack of Motivation – Motivation refers to making provision of the sources to stimulate the mind-sets of the individuals, so that they realize the significance of academic learning. Lack of motivation is considered as one of the factors that not only cause low academic achievement, but as a result, the students are unable to illustrate interest, enthusiasm, keenness and commitment towards learning.

Adjustment - In psychology, adjustment is the behavioural process by which humans and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Successful Adjustment is also called being 'well adjusted' and is critical to mental health. Colloquially, being well-adjusted is defined as a person who "is reasonable and has good judgement...their behaviour is not difficult or strange". It is important to remember that adjustment is a continuum, not a simple dichotomy; people can fluctuate and be adept at adjusting in different circumstances. In general, a person that is well-adjusted will have the following characteristics:

- An understanding of personal strengths and weaknesses and a tendency to play up strengths while limiting the appearance of weaknesses

- Personal respect and appreciation, a well-adjusted individual finds themselves to be inherently valuable

- Appropriate aspirations that require hard work and capitalizing on strengths without being too far out of reach and setting them up for failure

- Basic needs such as food, water, shelter, and sleep are consistently met, as well as a general feeling of security and positive self-esteem

- Positive attitude and a tendency to find the goodness in other people, objects and activities. A well-adjusted person will acknowledge others' weaknesses but not actively search for faults.

- Flexibility to respond to and accommodate for changes in the environment

- Ability to handle adverse circumstances: well-adjusted people are able to take negative life events in stride, they will be motivated to take action to remedy the problem rather than passively accept it

- A feeling of ease within surrounding environments. A well-adjusted person feels comfortable in different aspects of their community such as home, school, work, neighbourhood, religious organization, etc.

Self-Esteem

Self-esteem often seen as a personality trait, which means that it tends to be stable and enduring. It plays a significant role in your motivation and success throughout your life. Low self-esteem may hold you back from succeeding at school or work because you don't believe yourself to be capable of success. By contrast, having a healthy self-esteem can help you achieve because you navigate life with a positive, assertive attitude and believe you can accomplish your goals. According to self-esteem expert Morris Rosenberg (1965), self-esteem is quite simply one's attitude toward oneself. He described it as a "favourable or unfavourable attitude toward the self".

Academic Achievement

When students feel safe, engaged and respected, they can focus on their academic goals. Effective character educators ensure that these needs are met. Character or moral education is the foundation upon which students can reach academic achievement. It is not just about teaching kids to be good. It is teaching them to be their best.

Academic achievement is important because it is strongly linked to positive outcomes we value. Adults who are academically successful and with high level of education are more likely to be employed, have suitable employment, have more employment opportunities than those with less education. They are also less involved in criminal activities. And are more active as citizens and are healthier and happier. Academic success is important because working people will need higher level of education to tackle the technologically demanded occupations of the future. Nowadays, an individual needs post-secondary education in order to get a job.

Academic performance measures qualities of a student; the written exam test is student's ability to master knowledge. The oral exam provides another means to train the student's courage and ability to demonstrate their ideas accurately. If a student wants good grades, he or she has to be both industrious and intelligent. Thus, academic performance measures the qualities that are crucial to student's later success.

Academically successful students have higher self-esteem, lower level of depression. They are socially inclined and are less likely to abuse alcohol and engage in alcohol abuse.

Academic achievement is important for the successful development of young people in society. Students who do well in school are better able to make the transition into adulthood and to achieve educational, occupational and economic success. Academic achievement also allows students to enter competitive fields. Those looking to enter academia need strong academic achievements. Academic achievement also helps shape the minds of students. While the lessons learned in class give students specific skills, the process by which they learn this material and the original ideas they are asked to consider have an effect on many aspects of their lives as well.

Well Being

Psychological well-being is a multi-dimensional concept; optimism, self-control, happiness, sense of interests, free of failures, anxiety and loneliness has been considered as the special aspects of well-being (Sinha, & Verma, 1992). Positive psychology, as a modern approach, emphasizes on perception and interpretation of happiness and well-being and prediction of the factors related to them as well. Psychological well-being not merely is important at university career but is a matter of great importance for all periods of life. Lawten (1991) states that psychological well-being is the base for quality of life, as it could act as an investigative criterion for personal merit and quality perceived in any aspects of daily life.

Mc Culloch (1991) proposed that positive mood, positive emotions and social support play basic role in constructing psychological well-being. Ryff (1989; 1991), regarding his previous studies on happily-living and happiness due to the positive performance of human, determines six positive aspects for psychological performance or psychological well-being as following:

1. Self-acceptance: Those with self-esteem, self-multilateral acceptance including both nice and unsuitable qualities; such people have got optimistic and positive feelings about their lives in the past.

2. Positive relations: Those with friendly, pleasant and trustworthy relations, concerned with the others' peace and comfort, able to stay in unanimity and companionship, and perceiving human relationship during interactions.

3. Autonomy: Those feeling dominance and efficiency to manage them; self-confidence and organization are of their characteristics; they show independence in recognizing their beliefs and resist towards social stresses.

4. Environmental mastery: Those with feelings of superiority in environment and able to handle environment and/or environmental changes and make effective use of chances. They can be termed as better Adjusted.

5. Purpose in life and Personal growth: this group totally includes those following some purposes in life, their feelings and actions are programmed and directed, the realists with self-confidence who are able to select or create suitable circumstances deserving to their personal needs and values.

This study has taken into account four parameters- self-esteem, well-being, adjustment and academic achievement, concurrently. Unlike other studies under this purview, it has been tried to draw parallels among all four. Secondary school students are constantly at the verge of experiencing psychological problems and academic stress owing largely to the prospect of giving board exams for the first time. This daunting experience coupled with peer pressure and ongoing adolescent issues can negatively impact their psychological well-being and also could affect academic performance of the students.

This study could provide useful insights for parents and teachers alike in mitigating such psychological crisis and inculcating methods to raise self-esteem and adjustment of students in order to increase their academic achievement and well-being. Academic achievement of the student helps him/her set up his/her career. It is often seen from the previous studies that age, gender, socio-economic status of the family of the students, environment of the school, behaviour of the teachers, curriculum, teaching aids, evaluation system etc had a great effect on the academic achievement of the students. In this study it was attempted to find the relationship of adjustment level and self-esteem of the students with their academic achievement and psychological well-being.

Objective of Study

1. To assess self-esteem and psychological well-being of secondary school students.

2. To study adjustment level of secondary school students in different areas.

3. To examine the relationship of self-esteem and adjustment with academic achievement and psychological well-being of secondary school students.

Hypotheses

1. Students with higher self-esteem would exhibit high academic achievement.

2. Well-adjusted students would have high academic achievement.

3. Self- esteem would be positively associated with academic performance and psychological well-being of secondary school students.

4. Adjustment level of secondary school students would be positively associated with academic performance and psychological well-being of students.

In number of studies strong association has been found between Academic Achievement and Adjustment (Chirag, 2012; Ganai & Mir, 2013; Winga et al., 2011). Home Adjustment of adolescents had considerable influence over their academic achievement, whereas emotional, social and health adjustments did not (Armin, 2011). Significant difference of adjustment was observed in college students of Haryana, between high and low academic achievers. Similarly in an attempt to study relationship of school adjustment and academic achievement among secondary school students in Kisumu district, Kenya, (Winga et al., 2011) had concluded that high achievers had better dedication, absorption, engagement and school adjustment.

In a study conducted by Tyagi and Pandey (2016) on 60 pupils of Meerabai Institute of New Delhi observed positive correlation between well-being and adjustment of students. Male students generally had better overall adjustment, especially in health and social aspect, than their female counterparts (Bhagat & Baliya, 2016; Lama, 2010; Randhawa, 2011; Singh, 1995). Moreover, Singh (1995) and Basu (2012) in their studies on preadolescent and secondary school students, respectively, concluded that girls were better adjusted in emotional area. In his studies on school children aged 14-16 years of age, with a sample of 200 boys and girls each, Pathak (1970) concluded that girls were facing more problems in emotional and social adjustment than boys. Gender has impact on students' personal problems, where females faced more problems than males (Chirag, 2012; Khan & Mani, 2014).

Bhagat and Baliya (2016) conducted a study on the self-efficacy and adjustment of secondary school students in relation to their gender and academic achievement. The study was conducted over a sample of 200 randomly selected secondary school students studying in class 9th of Samba District of Jammu & Kashmir. The results of the study showed significant difference in the adjustment of male and female secondary school students. Female students were found less adjusted than male students. No significant difference was found in the self-efficacy of students in relation to their gender and academic achievement.

Students having low socio-economic background, belonging to nuclear families or residing in urban areas, all recorded unsatisfactory adjustment (Basu, 2012; Chirag, 2012; Ritika, 2004). Researches admits adjustment of secondary school students as poor in comparison to that of college students that was average and positive correlations with emotional intelligence, stress and coping was evident (Basu, 2012; Chirag, 2012; Sim & Bang, 2016).

Self-Esteem can be an important part of success. Too little self-Esteem can leave people feeling defeated or depressed. It can also lead people to make bad choices, fall into destructive relationships or fail to live up to their full potential. There is a well-established correlation between various dimensions of self-esteem, overall adjustment and psychological well-being (Blascovich & Tomaka, 1991; Karatzias & Swanson, 2006; Pasha & Munaf, 2013). High academic achievement had a direct relationship with good well-being (Aryana, 2014; Hoglund, 1983; Steitz, 1995).

Pasha and Munaf (2013) investigated relationship between self-esteem and various domains of adjustment in University freshmen (N=83) in Masters program and found out positive correlation between global self-esteem and overall adjustment (highest in academic adjustment). In their study on post and under graduate students, Dudhatra and Jogsan (2012) concluded that U.G students had higher self-esteem and academic achievement, and the positive correlation between the two variables.

Aryana (2010) conducted a research to study relationship between self-esteem and academic achievement among pre-university students. The Self-esteem and Academic achievement Scale was used to measure relationship between self-esteem and academic achievement. The results suggested that high self-esteem is important factor and strengthens the prediction of academic achievement in students.

Adolescents of single parent family had low self-esteem, adjustment problems, low academic performance and poor family relationships (Thenmozhi & Karunanidhi, 2000). Research also indicates social support, self-satisfaction and conflict in parental relationships being predictive of global self-esteem (Smith, 1994). High self-esteem sound locus of control was found to facilitate academic achievement, and this relationship can be bidirectional (Das & Patnaik, 2013; Naderi, 2009; Pepi, 2006; Roman, 2008). Child with damaged self-esteem was at a higher risk of developing psychological social problems, eating disorders, engagement in risk behaviours and lower academic performance (Hosogi & Noguchi, 2012; Karatzias & Swanson, 2006).

Pandaya and Mohini (2015) deliberately studied personality, academic achievement and self-esteem among adolescents (N=720) in Gujarat. To measure personality, Eysenck Personality Inventory (1959) was used. Academic Achievement Scale by Sharma was used to measure academic achievement and Self-esteem Scale by Egly (1973) was used to measure self-esteem. Positive correlation between extrovert personality and academic achievement was analysed. Increased global self-esteem predicted enhanced academic and social adjustment and decreased depression (Friedlander et al., 2007).

Oguz-Duran and Tezer (2009) attempted to study effect of overall well-being and self esteem on Turkish first year University students (N=465). The data was gathered by administering the Rosenberg Self-esteem Scale and a short form of Wellness Inventory (WI-30). The results showed that those having high level of self-esteem reported higher overall wellness. Self-esteem had great correlations with and was a predictor of well-being (Madrigal, 2013; Neff, 2011). Well-being influences academic performance along with other variables such as personality traits and stress (Bajwa, 2006). Significant difference between psychological well-being of adolescent boys and girls is quite evident (Dhandhia, 2015; Kaur, 2012).

In a study by Paradise and Kernis (2005) with graduate students (N=123) to examine the extent to which self-esteem (SE) level and SE Stability predicted scores on Ryff's (1989) multidimensional measure of psychological well-being. High self-esteem was associated with greater well-being than was low self-esteem.

Lv et al. (2016) investigated relationship between the academic achievement and the emotional well-being of elementary school children in China (N=419). The elementary students' emotional well-being and their academic achievement on both midterm and final examinations of the most recent semester were assessed. It was found that Academic achievement of elementary students was positively correlated with emotional well-being.

Income has significant effect on the psychological well-being as well as self-esteem. High income group showed high self-esteem and better psychological well-being. In addition those belonging to service class group indicated better psychological well-being in comparison business class group (Sahu & Singh, 2011).

Methodology
In order to carry out the research investigation, collection of data is the essential part in the research process for testing the research hypotheses. The method employed for this study comes under correlational method.

Sample
The sample of the present study comprise of Class X high school students within an age range of 15 to 16yrs. from the Government and Private Schools of district Varanasi (N =100).

Table 1: Sample distribution

S.No	School Type	Male Student	Female Student
1	Government School	33	22
2	Private School	22	23
	Total	55	45

On the basis of demographic profile and academic performance both Male and Female student (N=100) were chosen. The mean grade points of two annual examination results (8th & 9th) was considered as the criterion for academic achievement, frequency scores of the sample are given in Table 2.

On basis of academic performance (Grade points, achieved on the basis of CBSE guidelines) bifurcation of High Achievers and Low Achievers were done. Students whose score fall below C1 grade or was 6 grade points were taken as underachievers or low achievers. For example students attaining grade B1 or grade point 8 and above, were grouped as High Achievers; those who had grade C2 or grade point 6 and below were

grouped as Low Achievers. Total number of 60 students was screened out including High Achievers and Low Achievers as shown in Table 3.

Table 2: Frequency Distribution of Academic Performance of Students

S.No	Grade Point	Number of students	Percentage of students
1	4-5	31	31
2	6-7	40	40
3	8-9	29	29
	Total	100	100

Table 3: Classification of High Achievers and Low Achievers

S. No	Grade Point	Number of Students	Achievers
1	Less than 6	31	Low
2	8 and above	29	High
	Total	60	

Tools

For the present study following standardized tools were used to collect data for assessment of different psychological variables:

Rosenberg Self-Esteem Scale (SES)

The Rosenberg self-esteem scale (RSES), developed by the sociologist Morris Rosenberg (1965). It is considered a reliable and valid quantitative tool for self-esteem assessment having ten-items answered using a 4-point Likert scale format—from strongly agree to strongly disagree. Five of the items have positively worded statements and five have negatively worded ones. The scale measures global self-worth by measuring both positive and negative feelings about the self. Items 2, 5, 6, 8, 9 are reverse scored. Given "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Sum of scores for all ten items is the final score. Keep scores on

a continuous scale. Higher scores indicate higher self-esteem. Internal consistency of this scale is 0.77, minimum Coefficient of Reproducibility was at least 0.90.

Psychological Well-Being Scale
Psychological Well-Being Scale developed by Sisodia and Choudhary (2012) was used to measure psychological well-being among the participants. It contains 50 items measuring five dimensions (subscales) of well-being i.e. Life satisfaction, Efficiency, Sociability, Mental health, and Interpersonal relations. Each subscale has 10 items, each item with the five-point response category ranging from strongly agree to strongly disagree. Thus the scale provides scores on five dimensions/subscales, in addition to a score on the total psychological well-being. High score indicates high psychological well-being. For the total well-being score, the internal consistency reliability coefficient is reported to be .90 and the test-retest reliability is reported to be .87 for the normative sample. The test manual claims high face and content validity.

Adjustment Inventory for School Students (AISS)
Adjustment Inventory for School Students has been constructed and standardized by Sinha and Singh (1971). The inventory measures the adjustment of secondary school students in three areas of adjustment - emotional, social and educational. The inventory contains 60 items, 20 items in each area of adjustment. 20 items measure emotional adjustment, 20 items measure social adjustment and 20 items measure educational adjustment and each question has been given only one answer by a tick mark in the appropriate boxes with Yes and No.   Emotional adjustment: High scores indicate unstable emotion. Students with low scores tend to be emotionally stable. Social Adjustment: Individuals scoring high are submissive and retiring. Low scores indicate aggressive behaviour. Educational Adjustment: Individual scoring high is poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes. The tool is highly reliable and valid. The coefficient of reliability by Split half, test retest and KR **f**ormula-20 are respectively .95, .93 and .94.
Demographic Profile Sheet

For our study, we recorded some information about our sample in the demographic profile sheet. The information such as, age, gender, their previous educational information, number of members in their family, family income per annum, their ethnic background, place of residence, information about their educational institute were recorded.

Analysis and Interpretation of Result
The data was analysed keeping in view various hypotheses which were formulated according to the different objectives set in the present study. An attempt has been made to link the outcomes of the analysis of data, so as to arrive succinct conclusion. Sample (N=60) comprise of male (N=32) and female (N=28) high school students of age range

15-16 yrs., with varied ethnicity and residing mainly in urban areas. They were drawn from government (N= 35) and private schools (N=25) and had different socio-economic status.

In order to understand the academic performance, grade obtained by student in class IX was considered as criteria for assessing high and low achievers which is based on CBSE guidelines as illustrated in table 3. The student sample (N=60) was classified in two classes- low achievers (N=31) and high achievers (N=29) based on academic performance.

The assessment of self-esteem of student is done by administrating Rosenberg Self Esteem questionnaire on two groups of students classified as low achievers and high achievers. The mean of total self esteem of 60 student was found to be 19.28 and have standard deviation of 6.88, while mean of self esteem for high achiever students (N= 29) is 26.31 and for low achievers (N=31) is 12.71 (Table 4). Students who had better self-esteem recorded high grades in their academics. Low achievers had significantly reduced self-esteem.

Assessment of adjustment was done by administrating AISS questionnaire, results are given in Table 5. Students scoring less on the AISS are interpreted as better adjusted in contrast to those who scored high. Low mean for high achievers point out that better adjusted students academically outshine those having unsatisfactorily adjustment (high mean score students).

Table 4: Mean and SD scores of Students on Self-Esteem measure

Self Esteem	Mean	SD
Of High Achievers	26.31	1.02
Of Low Achievers	12.71	1.11
Total Self-Esteem (N=60)	19.28	6.88

**Table 5: Mean and Standard Deviation for Adjustment scores of Students**

Adjustment	Mean	Standard Deviation
Of High Achievers	6.38	3.37
Of Low Achievers	27.84	3.88
Total Adjustment (N=60)	17.47	11.32

Table 6: Mean score and Standard Deviation on Psychological Well-Being scale

Psychological Well-Being	Mean	Standard Deviation
Of High Achievers	226.07	10.4
Of Low Achievers	68.84	8.01
Total Well-Being (N=60)	144.83	79.11

For assessing the psychological well-being of low achievers and high achievers PWB-SDCP scale was used. The subsequent result is shown in Table 6. High academic performers recorded considerably higher well-being than low academic performers. The means scores for psychological well-being, self-esteem and adjustment for low and high achievers are surmised in the Fig.1.

Figure 1: Self Esteem, Psychological Well-being and Adjustment of Students with respect to their Academic Performance
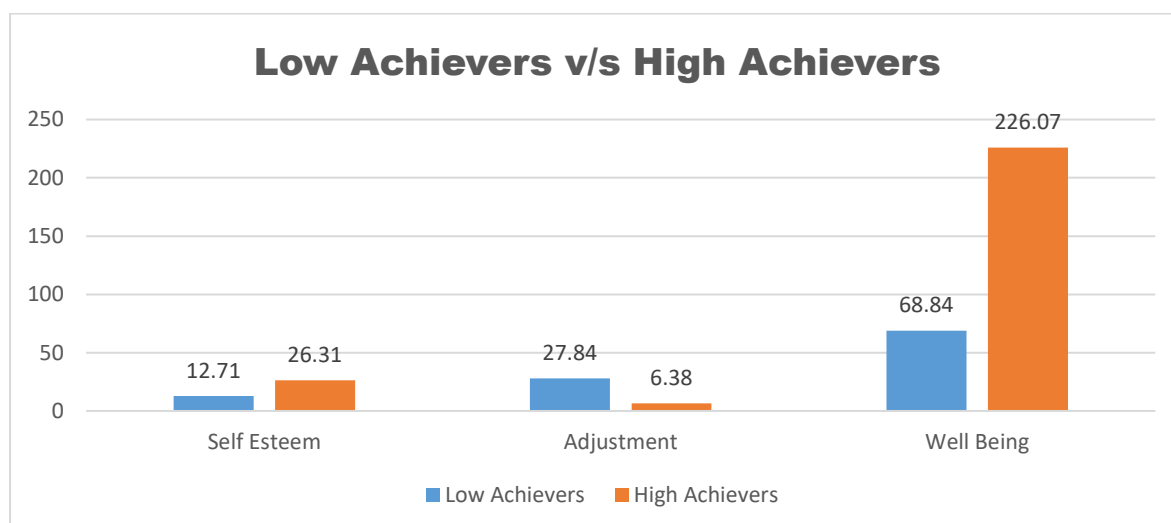
Table 7: Mean, standard deviation and t-value for high and low achievers on psychological   well-being scale

Academic Achievers	N	Mean	S.D.	t-value
High	29	226.07	10.4	**64.73****
Low	31	68.84	8.01	

**p≤ .01

Table 7 indicate mean for high and low achievers on psychological well-being scale i.e., 226.07, and 68.84 respectively. The t-value of 5.68 was found to be significant which suggest that there is a significant difference among high and low achievers on the score of psychological well-being indicating high achievers showed higher psychological well-being than low achievers.

Table 8: Mean, standard deviation and t-value for high and low achievers on Adjustment scale

Academic Achievers	N	Mean	S.D.	t-value
High	29	6.38	3.37	-22.44**
Low	31	27.84	3.88	

**p≤ .01

Table 8 indicate mean scores for high and low achievers on adjustment scale i.e., 6.38 and 27.84 respectively. The t-value of 22.44 was found to be significant which suggest that there is a significant difference among high and low achievers on the score of overall adjustment indicating high achievers were better adjusted than low achievers (Low scores on AISS indicate better adjustment).

Table 9: Mean, standard deviation and t-value for high and low achievers on self-esteem scale

Academic Achievers	N	Mean	S.D.	t-value
High	29	26.31	1.02	48.41**
Low	31	12.71	1.11	

**p≤ .01

Table 9 indicate mean and standard deviation for high and low achievers on psychological well-being scale i.e., 26.31 and 12.71 respectively. The t-value of 48.41 was found to be significant which suggest that there is a significant difference among high and low achievers on the score of well-being indicating high achievers showed higher well-being than low achievers.

Table 10: Correlation among Self Esteem, Adjustment, Psychological Well-Being and Academic Achievement of Students

Variables	Well Being	Academic performance
Self Esteem	0.99**	0.98**

| Adjustment | -0.97** | -0.99** |

**p≤ .01

The result for correlation among Self Esteem, Adjustment and Psychological well-being and academic achievement is tabulated in Table 10. There is strong significant positive correlation between self-esteem of students and their academic score and psychological well-being. Students with better self-esteem had greater overall well-being and academic performance. There is significant negative correlation for total adjustment of students with their academic performance and well-being. Students who had less score on the Adjustment Inventory, interpreted as efficiently adjusted, were found to have good psychological well-being and academic performance than poor adjusted students.

Discussion and Conclusion

The aim of the study was to assess the relationship of self-esteem and adjustment level with psychological well-being and academic performance of secondary school students. Self-esteem and overall adjustment were also compared against academic achievement and well-being of students.

Significant difference between high and low achievers on Self-Esteem measure was analysed, students with greater self-esteem had exceedingly better academic scores than students with lower self-esteem, confirms our first hypothesis i.e., students with higher self-esteem would exhibit high academic achievement. Similar conclusions were reached upon by Wiggins and Schatz (1994) and Aryana (2010) who observed that scoring better on self-esteem exhibited a boost in grade point average of students, these studies firmly supports the result of the present study.

Results conclude that there exists significant difference between high and low achievers on overall adjustment level, high achievers reflected higher adjustment as compared to that of low achievers. This validates our second hypothesis i.e., well-adjusted students would have greater academic achievement. Similar conclusions were reached upon by Chira (2012), Armin (2011) and Winga et al. (2011) confirms the above findings.

According to our results a strong significant positive correlation between self-esteem and psychological well-being was observed, implying that students having better self-esteem had better well-being on all the areas of the scale. Hence our third hypothesis i.e., level of self-esteem of students would be positively associated with their psychological well-being was proved. This is in line with result established in previous studies by Paradise and Kernis (2005), Blascovich and Tomaka (1991) and Oguz-Duran and Tezer (2009) that high self-esteem imparts better well-being.

Although there exist negative significant correlation between the Adjustment scores and academic performance, this can in fact be interpreted as significant positive correlation between overall adjustment (because low adjustment scores reflect high adjustment level of the student) and academic performance of the students. This result gets authorized by the study on post and under graduate students, by Dudhatra and Jogsan (2012) who concluded that U.G students had higher self-esteem and academic

achievement, and the positive correlation between the two variables. But Mahmood and Iqbal (2015) revealed that there exists negative correlation between psychological adjustment and academic achievement.

Strong significant negative correlation was interpreted between adjustment scores and psychological well-being scores of the students. According to AISS manual, high scores on adjustment inventory point to subpar adjustment, hence this correlation could be inferred as significant positive correlation between overall adjustment and psychological well-being of students. The students who were aptly adjusted in all the areas had better overall well-being. Studies conducted by Tyagi and Pandey (2016) and many more studies (Kaur , 2012) also conclude in this favour.

There exists significant positive correlation between self-esteem and academic performance of students. In contradiction with our results, more recent studies have shown that the association between these two variables was at best, modest (Nagar et al., 2008; Pullmann, & Allikk, 2008). Individuals scoring high on the well-being inventory were also found to perform better in academics. Karatzias and Swanson (2006) observed and reported on the basis of their study that low self-esteem is related to various indices such as depression, eating disorders, engagement in risk behaviours, and lower academic performance, this correlation between self-esteem and academic performance of students has been proved by other researches too (Dudhatra & Jogsan, 2012).

It is quite clear that academic performance and psychological well-being is directly associated with self-esteem and adjustment of students. More a student adjusts with their environment the more he/she becomes mentally healthy as a result had increased psychological well-being and good academic performance. Poor academic achievement in children may be due to their poor adjustment in emotional, social and educational areas. Self-esteem plays a significant role in motivating students to achieve success throughout their life. Having a higher self-esteem can help students achieve academically because one could navigate life with a positive, assertive attitude and thus have greater psychological well-being. The findings provided in the paper at hand can serve as starting point for more specific research in the field of mental health promotion in the educational sector to improve student's academic achievement and well-being.

Implications

1. Teachers can play a crucial role in increasing adjustment and self-esteem of students hence in turn directly enhancing their academic performance.
2. Parental engagement with school impacts both the academic achievements and subjective well-being of children, and thus more interactive sessions between teachers and parents to discuss the psychological state of their wards should be undertaken.
3. Yoga and meditation, seminars, orientations, various programs like NCC, cultural competitions, sports etc. can be incorporated into the school curriculum in order to improve the emotional adjustment and well-being of students.

Following are some of the limitations:

1. This study was limited to one district, Varanasi, only.
2. The sample size of students was not adequately large enough.
3. Only cross-sectional data was used. Self-esteem, adjustment and well-being ratings relied exclusively on self-reports, and academic achievement was estimated retrospectively; this is not at the moment when questionnaires were assessed but mainly based on the summary grades of the previous semester.
4. A potential moderating role of learning environment was not considered.
5. Personality, self-esteem and adjustment are regulated by other important variables- gender, Area of residence and educational stream, which were not considered in the present study.
6. The finding in the study may be biased by the incorrect information given by participating students.

Future Suggestions
1. A longitudinal study beginning from childhood to late Adolescence could be planned.
2. Personality, academic achievement, self-esteem and adjustment can be correlated with other psychological variable like social maturity, emotional intelligence etc. further studies are suggested to find out the relations between aforementioned.
3. Role of parental involvement with teachers, classroom and home environment can be included as well in future studies.

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