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Self-esteem and its relationship to psychological adjustment among final-year high school students

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Abstract ;

The study aimed to reveal the nature of the relationship between self-esteem and psychological adjustment among final-year secondary school students. A questionnaire was used to collect data on both the self-esteem scale and the psychological adjustment scale. The sample consisted ofThe study involved 60 male and female students. To achieve the study's objectives, I followed the descriptive approach. After statistically processing the data, the study reached the following results:

- There is a statistically significant correlation at the significance level of ($0.05 \geq \alpha$) ,Between self-esteem and psychological adjustment among final-level students at Ben Taher Kaddour High School in Had Sahari, Djelfa Province.
- There are no statistically significant differences in self-esteem among final-year secondary school students attributable to the gender variable.
- There are no statistically significant differences in self-esteem among final-year secondary school students attributable to the academic specialization variable.
- There are no statistically significant differences in psychological adjustment among final-year secondary school students attributable to the gender variable.
- There are no statistically significant differences in psychological adjustment among final-year secondary school students attributable to the academic specialization variable.

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- ✓ Self-esteem
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- ✓ pupils,
- ✓ high school

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The problem of the study: Adjustment is considered an ongoing process primarily linked to the transition from home to school, which significantly influences the child's desired image of the school environment, as John Life explains. John Live stated that academic adjustment is getting along with the school environment.

The student is also obligated to be self-reliant and to interact with their school environment, influencing and being influenced by it. This fosters a sense of belonging to their group, mitigating the impact of the change between their familiar family and community and the new school environment. This school environment, with its resources, systems, and authority, can contribute to the individual's psychological well-being, but it can also hinder this healthy balance if the school environment is unsuitable for the students (Ya'qub).2016, p. 249).

This phenomenon of psychological maladjustment—an educational, psychological, social, and economic problem—manifests itself in the incompatibility of some students within the educational institution and their inability to adapt to the educational process. This issue has attracted the attention of educators, psychologists, and school administrators, who have studied its dimensions, causes, and methods of treatment. Anyone who has worked in education can attest to the presence of this problem in almost every classroom. There is a group of students who are unable to keep up with their classmates in learning and understanding the curriculum. Sometimes, this group becomes a source of annoyance and anxiety for both the family and the school, which can lead to psychological disturbances for these students, such as low self-esteem and anxiety.

This is what the studies indicated ((1947) It was noted that about 10% of children in the United States suffer from problems resulting from a lack of security and stability in the classroom, which affects their effectiveness. This type of behavior includes anxiety and low self-esteem.

Cooper Smith added Cooper Smith noted that children with high self-esteem are successful in school-related matters and in social situations, are energetic and active, express their opinions freely, and have a low level of anxiety. Those with low self-esteem, on the other hand, have a clear sense of inferiority, seem to suffer from frustration, sometimes show depression, and are less able to interact socially with their peers.

As both Brown and Morris confirmed Brown & Mouris (1978) stated that self-esteem is considered as one of the psychological characteristics that affect a person’s thoughts and interpretation of what he receives from stressful and inappropriate life events, and that depression does not occur unless it leads to a change in the person’s view and thought of himself and the world around him (Yaqub, 2014, p. 250).

The concept of self-esteem is a person's assessment of their worth as a human being. It determines an individual's actual achievements and is reflected in their experiences and interactions with reality. It

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is also greatly influenced by the judgments they receive from important people in their life, such as parents, relatives, friends, and peers.

The concept of self-esteem is one of the concepts that are directly related to the idea or image and perception that a person has of himself, and it is a psychological and social concept through which he derives his relationship with the surrounding society and through the result of his actions and the extent of the image that a person's activity leaves in others, as well as the meanings, perceptions and concepts that individuals attribute to the person himself, such that these actions either leave a good positive effect on the individual, so he feels elation and satisfaction, or he is met with disapproval, so he feels incompatibility, and so he feels rejected by others.

An individual sees themselves as they imagine others see them, and tends to act according to those expectations. Negative self-esteem is often formed as a result of academic failure. A student from a disadvantaged economic, educational, or social background may develop a negative self-esteem. Positive self-esteem, on the other hand, is influenced by several factors, such as the family environment, parental support, social support, and the level of attention from others, including love, affection, and understanding. Therefore, positive self-esteem is a result of success, while negative self-esteem is a result of failure, especially academic failure. (Al-Masry)2014, p. 132

One of the foundations of our positive energy is our positive self-esteem. A person who values themselves values others and feels comfortable with themselves. Conversely, someone who lacks self-esteem finds it difficult to interact with people and tends towards isolation and withdrawal because they are unable to express themselves, their abilities, talents, and experiences. Self-esteem is a fundamental building block upon which the psychological development of an adolescent's personality must be built, especially considering that one of the essential developmental tasks of adolescence is the constant striving to discover, value, and achieve oneself—a process that points to an escalating understanding of who one is and who one will become. (Amziane)2007, p. (j)

Undoubtedly, what causes adolescents to lack self-esteem are problems with diverse causes, such as social and economic circumstances and sometimes genetic factors, which play a significant role. Also, an unhappy childhood in which the child is exposed to cruelty, deprivation, and arbitrary treatment, along with many other problems, stem from the underlying motives in the parents' behavior towards their children, leading them to adopt a wrong approach to upbringing and guidance (Amziane,2007 (SAD).

Therefore, my study aims to understand self-esteem and its relationship to psychological adjustment among final-year high school students.

2- Research questions:

The research problem can also be defined by the following scientific questions:

General question:

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Is there a correlation between self-esteem and psychological adjustment among final-year high school students?

Partial questions:

Are there statistically significant differences in self-esteem among final-year high school students that can be attributed to the gender variable?

Are there statistically significant differences in self-esteem among final-year high school students that can be attributed to the specialization variable?

Are there statistically significant differences in psychological adjustment among final-year high school students that can be attributed to the gender variable?

Are there statistically significant differences in psychological adjustment among final-year high school students that can be attributed to the specialization variable?

3- Study hypotheses:

General hypothesis:

- There is a correlation between self-esteem and psychological adjustment among final-year high school students.

- Partial hypotheses

- There are no statistically significant differences in self-esteem among final-year high school students attributable to the gender variable.

- There are no statistically significant differences in self-esteem among final-year high school students attributable to the specialization variable.

-There are no statistically significant differences in psychological adjustment among final-year high school students attributable to the gender variable.

-There are no statistically significant differences in psychological adjustment among final-year high school students attributable to the specialization variable.

4- Study concepts :

Self-esteem, in the linguistic sense, means value and worth (Yunsi).2012, p. 17).

It is a value or expression derived from specific data or information without using precise calculations. (Abu al-Diyar et al.)(2012, p. 68). As for the self, it is derived from the essence of something, and it is the feminine form of "possessor of," and the essence of something is its very self or its core (Al-Munjid in Language, Literature, and Sciences, 1962, p. 249). Dictionaries generally define self-esteem as a suitable feeling that arises from the positive opinion that an individual forms regarding their worth and value. Legendre and Leonard's Dictionary of Education (1993) defines self-esteem as the overall value that an individual assigns to themselves, which is fundamentally due to an individual's absolute confidence in their effectiveness and worth (Ayt, 2012, p. 29).

Self-esteem (in terminology) Rosenberg is known Rosenberg (1979) defines self-esteem as an individual's overall attitudes, whether positive or negative, towards themselves. This means that high self-esteem means that the individual considers themselves valuable or important, while low self-esteem means that the individual is dissatisfied with themselves, rejects

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themselves, or despises themselves. In other words, low self-esteem means that the individual is dissatisfied with themselves, rejects themselves, or despises themselves. Therefore, self-esteem is the idea that an individual has of how others see and evaluate them. (Bouhnach 2017, p. 109)

Operational definition: Self-esteem is the score obtained by the student on Coopersmith's self-esteem scale.

Language compatibility: The Dictionary of Psychology and Education and the Glossary of Learning Disabilities Terms and Vocabulary define adaptation as the adjustment of a living organism to its environment, either by changing its behavior, by changing its environment, or by changing both. (Abu Hatab et al.)1984, p. 8) Academic compatibility means the degree of harmony with the school environment.

Psychological compatibility, technically speaking:

Adjustment is defined as an individual's ability to possess a set of healthy methods and successful responses that enable them to satisfy their needs and achieve their goals. Personal and psychological factors come first. (Sharifi)2015, p. 11).

5/ Study methodology:

We adopted the descriptive approach, which is defined as "collecting both qualitative and quantitative data about the phenomenon under study in order to analyze and interpret it, draw conclusions to understand its nature and characteristics, identify the relationships between its elements and other phenomena, and arrive at generalizations" (Al-Azzawi Rahim Younis Krou2008, p. 98)

6/ Study sample:

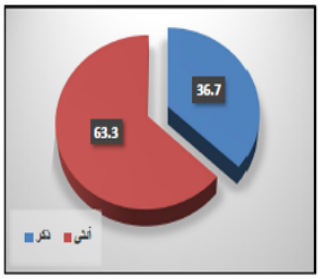
We will explain this through the presentation and analysis of data, and the following tables and graphs illustrate this in order to be familiar with all aspects of the subject of the study. We will present a detailed overview of the most important personal and functional characteristics of the students of Ben Taher Kaddour High School in Had Sahari, Wilaya of Djelfa, the subject of the study, through: gender, academic specialization.

After processing the forms, we obtained the following results:
-1- Distribution of the study sample by gender:The following table and figure summarize the results obtained regarding the distribution of the study sample by gender:

Table10: Distribution of the study sample by gender

Sex	repetition	Percentages
male	22	36.7
feminine	38	63.3
the total	60	100%

Figure No.01 Distribution of the study sample by gender



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It is clear from the table (10); and Figure (01); that the study sample consists of males at a rate of (36.7%); while the percentage of females in the study sample was (63.3%).

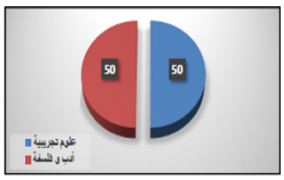
2- Distribution of the study sample according to academic specialization:

The following table and figure summarize the results obtained regarding the distribution of the study sample by specialization.

Table11: Distribution of the study sample according to academic specialization

Percentage	Repetition	Academic specialization
50	30	Experimental sciences
50	30	Literature and Philosophy
100%	60	the total

Figure No.02: Distribution of the study sample according to academic specialization



It is clear from the table (11); and Figure (02); that the study sample in which the experimental sciences division constituted the percentage (50%); while the same percentage was for the literature division and the percentage was (50%).

7- Presentation and analysis of results

Presentation and analysis of the results of the general hypothesis:

After the data were collected and analyzed using appropriate statistical measures and in light of the hypotheses that the study aimed to test, we will extract the correlation values for Parson's coefficient (Pearson); for the independent variables to ensure there is a correlation between them.

Which included the following:

There is a statistically significant correlation at the significance level of (0.05 ⩾ α); between self-esteem level and

Psychological compatibility among final-level students.

Correlation between self-esteem and psychological adjustment

Level of meaning - sig -	Link	axis
0.000	0.631	self-esteem
		psychological compatibility

The first hypothesis states that:

A statistically significant correlation was found at the significance level (0.05 ⩾ α); Between self-esteem and psychological adjustment among final-level students.

And through the table (12) We find that the value of the correlation coefficient between self-esteem and psychological adjustment is 0.631 and the significance level is 0.000, which is less than the significance level of 0.05, which indicates the existence of a statistically significant positive correlation between self-esteem and psychological adjustment among final-level students.

Therefore, we accept the hypothesis that there is a statistically significant correlation at the significance level.

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(0.05≥ α); between self-esteem and psychological adjustment, and we reject the alternative hypothesis that there is no statistically significant correlation at the significance level of (0.05≥ α); between self-esteem and psychological adjustment.

Presentation and analysis of the results of the sub-hypotheses:

1-First sub-hypothesis:

There are statistically significant differences in self-esteem among final-level students at Ben Taher Kaddour High School, according to the gender variable.

Show the result:

After applying the test (For the t-test of differences in self-esteem between students in the two unequal samples (N1≠N2), the results were obtained and recorded in the following table:

Testing gender differences in self-esteem

Level of significance	valueT	Degree of freedom	standard deviation	arithmetic mean	Number of individuals Sample	Statistical indicators Variables
0.923	0.097	58	0.1280	1.585	22	Males
			0.1880	1.581	38	females

The first hypothesis states that:

There are statistically significant differences in self-esteem among final-level students at Ben Taher Kaddour High School that are attributed to the gender variable.

This hypothesis was tested using a ((T test) for two independent samples, and we obtained the environmental results through Table (13), where we find that the value of the t value reached 0.097, which is a non-significant value, because the values of Sig(t) equal to: 0.923, which is a value greater than the significance level (α = 0.05). Therefore, we say that there are no statistically significant differences between the sexes in self-esteem.

2. Second Sub-Hypothesis:

There are statistically significant differences in self-esteem among final-year students at Ben Taher Kaddour High School that are attributed to the academic specialization variable.

Show the result:

After applying the test ((T-test) For differences in self-esteem between students in the two samples, the results recorded in the following table were obtained:

Testing the differences in self-esteem between the two academic disciplines

Testing the differences in self-esteem between the two academic disciplines

Level of significance	valuet	Degree of freedom	standard deviation	arithmetic mean	Number of individuals in the sample	Statistical indicators
0.359	-0.925	58	0.180	1.562	30	Males
			0.153	1.532	30	females

The second hypothesis states that:

There are statistically significant differences in self-esteem among final-year students at Ben Taher Kaddour High School that are attributed to the academic specialization variable.

This hypothesis was measured using a test The t test was performed on two independent samples, and we obtained

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the results shown in Table (14), where we find that the value of t reached -0.925, which is a non-significant value because the value of sig(t) equals: 0.359, which is a value greater than the significance level (α = 0.05). Therefore, we say that there are no statistically significant differences between the two academic specializations in self-esteem.

3. Third sub-hypothesis:

There are statistically significant differences in psychological adjustment among final-level students at Ben Taher Kaddour High School attributed to the gender variable.

Show the result:

After applying the test (For the t-test of differences between students in psychological adjustment for the two unequal samples (N1≠N2), the results recorded in the following table were obtained:

Testing gender differences in psychological compatibility

Testing gender differences in psychological compatibility

Level of significance	Value t	Degree of freedom	standard deviation	arithmetic mean	Number of individuals in the sample	Statistical indicators
0.256	1.148	58	1.676	2.302	22	Males
			0.281	2.226	38	females

The third hypothesis states that:

There are statistically significant differences in psychological adjustment among final-level students at Ben Taher Kaddour High School that are attributed to the gender variable.

This hypothesis was tested using a (We used a t-test for two independent samples, and obtained the results shown in Table (15), where we find that the value of the t value was 1.148, which is a non-significant value because the value of sig(t) equals: 0.256, which is a value greater than the significance level (α = 0.05). Therefore, we say that there are no statistically significant differences between the sexes in psychological adjustment.

Fourth sub-hypothesis: There are statistically significant differences in psychological adjustment among final-level students at Ben Taher Kaddour High School, attributable to the academic specialization variable.

Show the result:

After applying the test (For the t-test of differences between pupils in the psychological adjustment of the two samples, the results recorded in the following table were obtained:

Testing the differences between the two academic specializations in psychological compatibility

Testing the differences between the two academic specializations in psychological compatibility

Level of significance	Value t	Degree of freedom	standard deviation	arithmetic mean	Number of individuals in the sample	Statistical indicators
0.836	0.207	58	0.2525	2.230	30	Males
			0.2451	2.247	30	females

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The fourth hypothesis states that:

There are statistically significant differences in psychological adjustment among final-level students at Ben Taher Kaddour High School, attributable to the academic specialization variable.

This hypothesis was tested using a (We used a t-test for two independent samples, and obtained the results shown in Table (16), where we find that the value of the t value was 0.207, which is a non-significant value because the value of sig(t) equals: 0.836, which is a value greater than the significance level ($\alpha = 0.05$). Therefore, we say that there are no statistically significant differences between the two academic specializations in psychological adjustment.

Based on the presented theoretical background regarding self-esteem and psychological adjustment, and relying on statistical data, and in order to achieve the main objective of the study, which is to ascertain the existence of a relationship between self-esteem and psychological adjustment among day students at Ben Taher Kaddour High School in Had Sahari, Djelfa Province, and after conducting the field study on the sample consisting of60 male and female students from among the final-level students, after applying the self-esteem and psychological adjustment scale, the following results were obtained:

-1. There is a statistically significant positive correlation at a significance level of ($\alpha \geq 0.05$) between self-esteem and psychological adjustment among final-year students at Ben Taher Kaddour High School in Had Sahari, Djelfa Province.

2- There are no statistically significant differences in self-esteem among final-level students at Ibn Taher Qaddour High School that can be attributed to the gender variable.

3- There are no statistically significant differences in self-esteem among final-level students at Ibn Taher Qaddour High School that can be attributed to the academic specialization variable.

4- There are no statistically significant differences in psychological adjustment among final-level students at Ibn Taher Qaddour High School attributable to the gender variable.

5- There are no statistically significant differences in psychological adjustment among final-level students at Ibn Taher Qaddour High School attributable to the academic specialization variable.

1- **Discussion of the results and interpretation of the study's hypotheses:**

2- **Results of the général hypothèses**

The hypothesis posits a statistically significant relationship between self-esteem and psychological adjustment among final-year students. This

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relationship is direct; that is, higher self-esteem leads to higher psychological adjustment, and vice versa. In other words, self-esteem and psychological adjustment move in one direction. It must be acknowledged that this adjustment is only achieved with high self-esteem, which leads to increased self-confidence. Each reinforces the other, forming a coordinated relationship between personal needs and psychological adjustment, which allows the student to achieve their goals and possess the ability to cope with challenges.

2-2 Discussion of the results and interpretation of the first hypothesis:

There are no statistically significant differences in self-esteem among final-level students at Ben Taher Kaddour High School attributable to the gender variable.

This result, along with previous studies, showed both agreement and disagreement, as the study by Iqbal Muhammad Ali ((2016) The latter concluded in her study that: There are no differences in self-esteem among students in secondary sections in Khartoum locality attributable to the gender variable (male/female). Ward Hussein Mansour (2019), Ocean Nadia (2015) concluded that: There are no statistically significant differences in self-esteem for the gender variable. Qaddour Al-Hajj (2016), De Man (1928) said that self-esteem does not change for both genders, while the study of Christine, Klej and others (1999) saw that the result was that females have less self-esteem than males, as this is due to the role that males play in society. It is clear from here that self-esteem helps in the formation of the student's personality and represents a basic factor for ambition and motivation.

2-3 Discussion of the results and interpretation of the second hypothesis:

There are no statistically significant differences in self-esteem among final-year students at Ben Taher Kaddour High School attributable to the academic specialization variable.

This result is consistent with previous studies, as the study by Iqbal Muhammad Ali ((2016), Nadia Oushin (2015) concluded that there are no statistically significant differences in self-esteem for the specialization variable. Qaddour Al-Hajj (2016) also found no differences in self-esteem for the specialization variable, which explains why self-esteem helps with self-confidence and the ability to review.

2-4 Discussion of the results and interpretation of the third hypothesis:

There are no statistically significant differences in psychological adjustment among final-level students at Ben Taher Kaddour High School attributable to the gender variable.

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This result is consistent with previous studies, as the study by Atiq Babish ((2016) It concluded that there are no statistically significant differences in psychological adjustment attributable to the gender variable, while it contradicted the study of Najma Bint Muhammad Abdullah Al-Zahrani (2005), which saw that there were fundamental differences between the sexes in favor of males, while the study of Ogluk et al. (2006) found that adjustment is higher among females than males, and therefore helps the person to cope with stress in mental health.

2-5 Discussion of the results and interpretation of the fourth hypothesis:

There are no statistically significant differences in psychological adjustment among final-level students at Ibn Taher Qaddour High School attributable to the academic specialization variable.

This result, along with previous studies on compatibility and incompatibility, was confirmed by Ateeqah Babish's study, which stated that there were no statistically significant differences in psychological adjustment attributable to the specialization variable, as demonstrated by the studies of both Nasreen Bashir ((2018) and Najma bint Muhammad Abdullah Al-Zahrani (2005) found that there are fundamental differences between the sexes in favor of males and between scientific specializations in favor of the general scientific specialization compared to the Sharia, and this explains to us that psychological compatibility is represented in the individual's attempt to satisfy his psychological needs and his understanding of himself.

8- Conclusion:

My study focused on self-esteem and psychological adjustment, which are among the most important topics in psychology. The importance of this study was further enhanced by the sample I used, which consisted of final-year students. Through my study, I attempted to identify the relationship between self-esteem and psychological adjustment among these students, and whether there is a correlation between them. In an effort to answer these questions, we adopted the descriptive approach, as it was suitable for the current study. This approach was based on a self-esteem scale and a psychological adjustment scale. The researcher also verified the validity and reliability of each scale and found that they possessed high validity and reliability. Based on the data and results obtained, the researcher attempted to analyze them using statistical methods appropriate to the study topic. The results were as follows:

There is a statistically significant correlation at the significance level of ($0.05 \geq \alpha$), between self-esteem and psychological adjustment among final-level students at Ben Taher Kaddour

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High School in Had Sahari, Djelfa Province.

There are no statistically significant differences in self-esteem and psychological adjustment among final-year secondary school students attributable to the variable of academic specialization. Therefore, these were the final results reached by the study, and they are related to the sample on which the study was conducted. Perhaps this result is not a starting point for other research and studies that show the relationship between self-esteem and psychological adjustment.

Self-esteem and psychological well-being play a major role in our daily lives, especially in school and society, and in all stages of education, particularly the final stages, because when a student acquires psychological well-being, the student gains good health, and it is also an important element and motivator for the student to increase the desire to study.

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