
THE EFFECT OF SELF-ESTEEM ON SELF-ADJUSTMENT

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ABSTRACT

This study aimed to identify the effect of self-esteem on students' self-adjustment. This correlational study involved 210 tenth-grade students of SMA Negeri 1 Bangil Pasuruan, they were recruited using simple random sampling technique. Self-esteem and self-adjustment scales were deployed to collect the data. The data were analyzed using regression analysis. The result of the study showed that self-esteem significantly affected students' self-adjustment. Thus, guidance and counseling practitioners are recommended to provide a guidance and counseling service that considers self-esteem variable in order to enhance students' self-adjustment.

Keyword: self-esteem, self-adjustment, high school students.

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INTRODUCTION

Adolescence is a period where individuals experience rapid changes, including fundamental changes in their cognitive, emotional, social, and achievement aspects (Sihotang et al., 2016). This period consists of several stages, namely early adolescence (11-14 years old), middle adolescence (15-18 years old), and late adolescence (18-21 years old) (Steinberg, as cited in Kusdiyati and Halimah 2011). In adolescents' social life, they spend most of their time with their friends (Hurlock, as cited in Fatimah and Umuri, 2014). Consequently, they are demanded to establish a good communication with their friends, both inside and outside school environment.

Senior high school students are categorized as adolescent. They experience transitional period from junior high school to senior high school students. When attending senior high school, tenth-grade students face different rules and demand from those in junior high school level, thus requiring them to adjust themselves to new phenomena, such as new friends, new rules, more challenging subjects, and new teachers.

According to Sobur (2016), self-adjustment could be defined as an individual's ability in establishing a relationship with other people or environment, including any possibility that may influence his/her activities. Self-adjustment comprises two aspects, personal and social aspect (Agbaria, 2019).

Tenth-grade students who manage to adjust themselves exhibit abilities to accept responsibilities and rules set by their schools, have many friends, and participate in the effort to realize the school vision and mission (Schneider, as cited in Wulandari, 2012). Meanwhile, those who fail to make self-adjustment are at risk of facing several problems. These problems may cover, among others, lack of interest in school, truancy, poor relationship with teachers and friends, harmful behaviors.

Self-esteem is one of the factors affecting one's self-adjustment. It is defined as an individual's evaluation and is related to the self-acknowledgement, expressed in the form of agreement or disagreement (Coopersmith, as cited in Nurhayati and Indriana, 2015). Individuals with high self-esteem are those who are able to accept themselves unconditionally. They love themselves and are able to positively evaluate themselves (Nikita, et al., 2019).

Kaur (2015) found that students with higher self-esteem are able to exhibit self-adjustment. When individuals manage to do self-adjustment, either in personal or social aspect, they may exhibit optimal development. Students with good self-adjustment may obtain better academic achievement. Costa, Hanurawan, Atmoko, and Hitipeuw (2018) state that self-adjustment significantly affects students' academic achievement. In other words, better self-adjustment may lead to higher academic achievement.

Our interview with school counselors at SMAN 1 Bangil pasuruan revealed problems faced by the tenth-grade students related to self-adjustment. They were lack of self-confidence and self-acceptance. In addition, students did not feel comfortable at school and tend to disobey the school rules. They also faced problems related to self-esteem. They had not been able to recognize themselves, accept themselves and accept others' advice. Their poor self-adjustment may be affected by their poor self-esteem. Students with low self-esteem find it difficult to adjust themselves or to their environment properly.

Accordingly, the present study aimed to prove the effect of self-esteem and students' self-adjustment. Individuals with higher self-esteem are expected to be able to adjust themselves to their environment easily. The result of this study could be used as a reference for school counselors in improving students' adjustment by considering their self-esteem.

METHODOLOGY

Ninety-two students of Class XII of a vocational high school participated in this correlational study. This study involved 210 tenth-grade students of SMA Negeri 1 Bangil Pasuruan who were recruited using simple random sampling technique. Self-esteem and self-adjustment scales were deployed to collect the data. The data were analyzed using regression analysis.

RESULTS AND DISCUSSION

Descriptive data analysis in this study covers empirical and hypothetical score. The self-esteem scale used in this study consisted of 28 items with 4-point likert scale. The maximum and minimum score of this scale was 28 and 112, respectively. The hypothetical mean score was 70 The hypothetical standard deviation in the present study was 14. The comparison between emirical and hypothetical data of self-esteem are displayed in table 1 below:

Table 1
Comparison of Empirical and Hypothetical Data of Self-Esteem

Variabel	Empirical			SD	Hypothetical			SD
	Min	Max	Mean		Min	Max	Mean	
Self-esteem	66	109	89.67	7.54	28	112	70	14

As displayed in Table 1, the empirical mean score is higher than the hypothetical score (i.e., $89.67 > 70$), in other words, the participants' self-esteem was higher than the general population's self-esteem.

Based on the score, participants were divided into three categories of self-esteem, namely low, medium, and high self-esteem.

The categorization is displayed in Table 2 below.

Table 2
Categorization of Self-Esteem Data

Variable	Score range	Category	Total (n)	Percentage
Self-esteem	< 70	Low	34	16 %
	$70 \leq x < 98$	Moderate	146	70 %
	$X \geq 98$	High	40	14 %
Total			210	100 %

As displayed in table 2, 34 students' self-esteem was categorized as low, 146 students' self-esteem was categorized as medium, and 40 students' self-esteem was categorized as high. To conclude, self-esteem of the majority of the participants were in moderate level.

In order to measure the students' self-adjustment, a 42-items scale with 4-point likert scale was employed. The maximum and minimum score of this scale was 42 and 168, respectively. The hypothetical mean score was 105 The hypothetical standard deviation in the present study was 21. The comparison between empirical and hypothetical data of self-esteem is displayed in table 3 below.

Table 3
Comparison Between Empirical and Hypothetical Data of Self-Adjustment

Variable	Empirical			S D	Hypothetical			S D
	Mean	Max	Min		Mean	Max	Min	
Self-adjustment	96	16	13	1	42	16	10	2
		8	1.8	2.	8	5	1	
			1	0				
				7				

As displayed in Table 3, the empirical mean score is higher than the hypothetical score (i.e., $131.81 > 105$), in other words, the participants' self-adjustment was higher than the general population's self-adjustment.

Based on the score, participants were divided into three categories of self-adjustment, namely low, medium, and high self-adjustment. The categorization is displayed in Table 4 below.

Table 4
Categorization of Self-Adjustment

Variable	Score range	Category	Total (n)	Percentage
Self-adjustment	< 105	Low	30	14 %
	$105 \leq x < 147$	Moderate	145	69 %
	$X \geq 147$	High	35	17 %
Total			210	100 %

As displayed in table 4, 30 students' self-adjustment was categorized as low, 145 students' self-adjustment was categorized as medium, and 35 students' self-adjustment was categorized as high. To conclude, the majority of the students has moderate level of self-adjustment skill.

This study found that self-esteem significantly affect self-adjustment. The result was analyzed using regression analysis with SPSS. Assumption test, consisting of linearity and normality tests, were conducted prior to linear regression test. The linearity test result was displayed in table 5. As shown in table 5, coefficient of deviation from linearity sig. was $> 0,05$ or $0,871 > 0,05$. In other words, there is a linear, significant relationship between self-esteem and self-adjustment variables. The first assumption of linear regression analysis was met.

The following table 6 displayed the result of normality test. As shown in table 6, significance value asymp. Sig. (2-tailed) was 0.530, which is higher than 0.05. In other words, the data were normally distributed. After the assumption tests were done, regression analysis was conducted. This analysis is displayed in table 7.

As displayed in table 7, the correlation value was 0.746. This coefficient, usually known as coefficient of determination, indicates the ability of independent variable in accounting for variance of dependent variable. The coefficient of determination (R^2) was 0.556, meaning that participants' self-adjustment was affected by their self-esteem by 55.6%.

Based on the analysis of Fcount, as displayed in table 8, this regression model could be used. The Fcount was 260.510 with significance level of $0.000 < 0.05$, in other

words, this regression model could be used to predict Y variable.

Table 5
Linearity Assumption Test

			Sum of Squares	df	Mean Square	F	sig.
Self-adjustment*s	Belet	(Covariance)	1861.0807	35	531.737	7.80	0.00
Self-esteem	Group	Linearity	1694.3511	1	1694.3511	24.56	0.00
		Deviation from Linearity	1667.297	34	49.058	0.71	0.87
Wit			1186.0950	174	68.166		
Group							
Total			3047.1757	209			

Table 6
Normality Test

		Unstandardized Residual
N		210
Normal Parameters ^{a,b}	Mean	0.0000000
	Std.	8.04539947
	Deviation	0.056
	Absolute	0.24
Most Extreme Differences	Positive	-0.056
	Negative	0.809
Kolmogorov-Smirnov Z		0.530
Asymp. sig. (2-tailed)		

Table 7
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.746 ^a	0.556	0.554	8.065

Table 8
Anova

Model		Sum of Squares	df	Mean Square	F	sig.
1	Regression	16943.511	1	16943.511	260.510	0.00 ^b
	Residual	13528.247	208	65.040		
	Total	30471.757	209			

Table 9
Coefficients

Model		Unstandardized Coefficients	Standardized Coefficients	t	sig.
		B	Beta		
1	(Constant)	24.778		3.723	0.000
	Self-esteem	1.194	0.746	16.140	0.000

As displayed in table 9, since the constant value was 27.778 and self-esteem value was 1.194, the regression equation could be as follow: $Y = a + bX$ or $Y = 22,778 + 1,194X$. This equation indicate that the constant value of self-esteem variable is 22.778. Coefficient of regression X of 1.194 means that for every 1% increase in self-esteem value, the value of self-adjustment may increase by 1.194. Since the coefficient of regression is in positive value, the direction of the effect of variable X on variable Y is positive.

In other words, self-esteem significantly affects self-adjustment. This result is consistent with previous study conducted by Sandha, Hartati, and Fauziah (2012) who found that self-esteem is one of the factors affecting first-year high school students' self-adjustment in SMA Krista Mitra Semarang. In their study, self-esteem affects first-year students' self-adjustment by 54.8%.

The result of the present study also supports Arisandy's (2015) study who found a significant relationship between self-esteem and self-adjustment. Similarly,

Utami's (2012) study on the relationship between self-esteem and self-adjustment among female first-year students found a significant relationship between self-esteem and self-adjustment. Her study proves that students with higher self-esteem exhibit better self-adjustment.

In Iranian context, Mohammadi, Ghasemi, Jafari, and Rad (2014) found a positive relationship between self-esteem and social adjustment with r value of 0.40. Their study focused on one of the aspects of self-adjustment, namely social adjustment.

Several studies described above showed that self-esteem plays important role in determining students' self-adjustment level. Students with lower and medium self-esteem need to improve their self-esteem so that they may have better self-adjustment. Students with higher self-esteem, when facing problems in a new environment, may accept their new environment and able to adjust themselves. In contrast, students with lower self-esteem tend to find it difficult to accept the condition of their new environment and tend to find difficulty to adjust themselves.

Based on the findings of the present study and previous studies, self-esteem plays important role in determining students' self-adjustment. Self-esteem is an individual's general evaluation of one's self, either positive or negative, which aims to obtain a worthy feeling in life (Noviandhini and Latifah, 2012). High self-esteem is indicated by one's ability to acknowledge one's self, to be aware that he/she is worthy (Widodo and Pratitis, 2013). Such individuals may be aware of their weaknesses and make efforts to make improvement. In contrast, individuals with low self-esteem may be indicated by rejection and dissatisfaction.

High self-esteem may be obtained when students possess its four components They are meaningfulness, strength, ability, and wisdom (Yusuf & Bagus, 2012). For instance, students who see themselves as meaningful individual may exhibit self-acceptance. The more the individuals appreciate themselves, the higher their self-esteem and their self-expression skill are.

Adolescents' development could not be separated from the role of their self-esteem. Adolescents with self-esteem problem often fail to fully develop their potential (Rohmah, 2012). Individuals tend to be quiet and exhibit symptoms of anxiety, such as, among others, headache, feeling unsafe, reticence, and withdrawal. Anxiety may hinder one's learning process and affect his/her responses and activities (Liu, 2012). When this occurs, individuals may find it difficult to adjust and balance themselves.

Self-adjustment is a mental and behavioral process of individuals in facing directions within and surround them (Schneiders, 1964). It is in line with Kumalasari and Ahyani (2012) who states that self-adjustment is an individual effort of facing environment, whether passively or actively, which involves behavioral and mental responses, to achieve harmonious relationship between one's self and his/her environment. This shows that individuals with strong personality manage to do self-adjustment.

An individual's self-adjustment would be easier when he/she is in healthy condition since healthy physical condition may result in self-acceptance, self-confidence, and self-esteem (Artha & Supriyadi, 2013). Adolescents with good personality may also find it easy to do self-adjustment, indicated by their willingness and ability to learn to change themselves to respond to their surroundings.

Kaur (2015) found that students with higher self-esteem find it easier to do self-adjustment. Students with higher self-esteem possess clear goal, thus releasing them from burden, short of time, and difficult situation. Whereas students with lower self-esteem tend to be introvert and find it difficult to adjust themselves (Patel, 2013).

The aspects of self-esteem that contributes to self-adjustment is personality strength and lovability (Pasha & Munaf, 2013) The former concerns with one's strong feeling and ability to influence others. While the latter is related to the feeling of being worthy to be loved and supported by others.

Self-esteem could be conceptualized as a protecting factor (Ames, et al., 2015). Individuals who are comfort with themselves are expected to have more effective strategy to cope with academic and social demands. Students who are competent in certain field possibly possess higher self-confidence to cope with stresses, allowing them to make self-adjustment more easily. In the same vein, Mehboob and Shahzad (2019) state that international students can easily adjust themselves to their institution in terms of academic and emotional adjustments. However, they need some time to make social adjustment. It is in line with Li and Grineva (2016) who state that new students encounter several problems related to social adjustment in their new environment.

Students with high self-adjustment skill are able to adjust themselves to their environmental condition, whether at home, school, and community (Mahadevan & Ravichandran, 2018). Students who are able to adjust themselves at school may exhibit improved academic achievements. It was found that self-adjustment significantly affects academic achievement (Costa, Hanurawan, Atmoko & Hitipeuw, 2018). In other words, better self-adjustment may predict students' academic achievement.

Self-esteem training may be one of the school counselors' strategies to help students improve their self-adjustment. In such training, the first material to be delivered was self-concept. It is closely associated with self-esteem. Self-concept is the fundamental concept to understand individuals' behavior and view of themselves, their problems and environment (Muawanah, 2012). Self-concept plays important role in managing and directing one's behavior (Hurlock, 1973). Individuals with positive self-concept may exhibit high self-esteem and properly judge their self-worth, thus allowing them to have better self-adjustment.

CONCLUSION

Self-adjustment is one of the most pivotal variables in determining students' academic success. The present study found that self-esteem emerges as one of the factors significantly affects students' self-adjustment.

Self-esteem-based intervention is necessary to be conducted by designing a service that aims to improve the students' self-esteem to support their self-adjustment.

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