



SELF-CONCEPT, SOCIAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

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Abstract

Self-concept and social adjustment play a significant role in the overall development and academic progress of students. Self-concept refers to the perceptions and beliefs individuals hold about themselves, while social adjustment relates to the ability to interact effectively and adapt to different social environments. Academic achievement reflects students' level of performance in educational activities. The present study investigates the relationship between self-concept, social adjustment, and academic achievement among secondary school students. It also examines possible differences in these variables with respect to gender and type of school. The study employed the normative survey method and selected a sample of 120 secondary school students from government and private schools of Karnal district in Haryana using a random sampling technique. Standardized tools were used to measure self-concept and social adjustment, while academic achievement was assessed through students' previous examination scores. The findings indicate that self-concept and social adjustment are positively associated with students' academic performance and contribute significantly to their overall development.

Keywords: Self-concept, Social Adjustment, Academic Performance, Secondary School Students

Introduction

Education plays a significant role in shaping an individual's personality and helping individuals adapt to the demands of society. Human life is a continuous process of adjustment, and the success of an individual largely depends on his or her ability to interact effectively with others and adapt to changing environments.

Adolescence is a crucial stage of development during which individuals form their identity and self-concept. According to Hurlock (1974), adolescents' self-concept is closely associated with their mental health, interpersonal relationships, and academic performance.

Self-concept is a complex psychological construct that includes cognitive and emotional components. It consists of an individual's perceptions, beliefs, and attitudes about oneself. It develops gradually through personal experiences and social interactions. Individuals' perceptions of how others view them also influence their self-image.

Students with positive self-concept generally demonstrate greater confidence, higher motivation, and better academic performance. On the other hand, students with low self-concept may experience insecurity, emotional instability, and difficulties in social relationships.

Self-Concept



Self-concept is an important psychological factor that helps in understanding and predicting human behavior. It refers to the set of beliefs and perceptions individuals hold about themselves. Self-concept influences how individuals evaluate their abilities and interact with others.

Self-concept develops through social experiences and interactions with the environment. As individuals grow, they interpret their experiences and form beliefs about their abilities and identity. These beliefs shape their behavior and responses to various situations.

A positive self-concept enables individuals to face challenges confidently, develop strong interpersonal relationships, and achieve success in different areas of life.

Social Adjustment

Social adjustment refers to an individual's ability to adapt to social environments and maintain harmonious relationships with others. According to Crick and Dodge (1994), social adjustment refers to the extent to which individuals display socially competent behavior within their social contexts.

The concept of adjustment originally emerged from biological theories, particularly Darwin's theory of evolution. Later, psychologists adopted the concept to explain how individuals adapt to social and environmental demands.

Proper social adjustment plays a vital role in maintaining psychological well-being and personal development. Students who adjust well socially are more likely to develop positive attitudes toward school and learning.

Academic Achievement

Academic achievement refers to the level of performance students attain in educational settings. It represents the extent to which students accomplish educational goals and learning objectives.

Academic achievement is commonly measured through examination scores, grades, and continuous assessments. According to Crow and Crow (1956), academic achievement represents the extent to which learners benefit from instruction in a particular area of learning.

Academic success not only influences students' educational progress but also affects their future career opportunities and personal development.

Relationship among Self-Concept, Social Adjustment and Academic Achievement

Recent research highlights a strong association between self-concept, social adjustment, and academic achievement among students. Self-concept influences students' beliefs about their academic abilities and plays a crucial role in shaping motivation and learning behavior. Studies indicate that students with a positive academic self-concept tend to show higher academic performance and greater participation in classroom activities.

Social adjustment is also closely related to students' educational outcomes. When students are able to maintain positive relationships with peers and teachers, they are more likely to develop motivation, engagement, and better



academic performance. Research has shown that supportive peer relationships and social interaction significantly contribute to improved academic achievement among school students.

Furthermore, contemporary studies emphasize that self-concept acts as an important psychological factor influencing students' academic success and overall well-being. Adolescents with clearer and stronger self-concept tend to demonstrate higher levels of motivation, resilience, and academic performance.

Recent empirical studies also confirm that self-concept and social interaction skills significantly contribute to students' social relationships and educational development. Students who possess positive self-perceptions and effective social skills are more capable of adjusting to school environments and achieving academic success.

Thus, existing research indicates that self-concept and social adjustment are closely interconnected psychological factors that play an important role in enhancing students' academic achievement and overall development.

Objectives of the Study

1. To examine the difference between boys and girls in relation to self-concept.
 2. To study the difference between government and private school students in relation to self-concept.
 3. To examine the difference between boys and girls in relation to social adjustment.
 4. To study the difference between government and private school students in relation to social adjustment.
 5. To examine the difference between boys and girls in relation to academic achievement.
 6. To examine the difference between government and private school students in relation to academic achievement.
 7. To study the relationship between self-concept and social adjustment.
 8. To examine the relationship between self-concept and academic achievement.
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Hypotheses of the Study

1. There is no significant difference between boys and girls in relation to self-concept.
 2. There is no significant difference between government and private school students in relation to self-concept.
 3. There is no significant difference between boys and girls in relation to social adjustment.
 4. There is no significant difference between government and private school students in relation to social adjustment.
 5. There is no significant difference between boys and girls in relation to academic achievement.
 6. There is no significant difference between government and private school students in relation to academic achievement.
 7. There is no significant relationship between self-concept and social adjustment.
 8. There is no significant relationship between self-concept and academic achievement.
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Methodology

The present study adopted the **normative survey method**. The sample consisted of **120 secondary school students** selected from government and private schools of **Karnal district, Haryana** using a **simple random sampling technique**.

Tools Used in the Study



The following tools were used:

1. **Self-Concept Scale** developed by R.K. Saraswat.
2. **Adjustment Inventory for School Students (AISS)** developed by A.K.P. Sinha.
3. **Academic Achievement Scores**, measured through students' marks obtained in the previous class examination.

Data Analysis and Interpretation

Table 1

Comparison of Self-Concept between Boys and Girls

Gender	N	Mean	SD	t-value	Result
Boys	60	82.45	7.12	1.05	Not Significant
Girls	60	83.20	6.98		

Interpretation:

The results show no significant difference between boys and girls in relation to self-concept.

Table 2

Comparison of Social Adjustment between Government and Private School Students

School Type	N	Mean	SD	t-value	Result
Government	60	74.10	6.30	2.15	Significant
Private	60	76.85	5.90		

Interpretation:

There is a significant difference in social adjustment between government and private school students.

Table 3

Correlation between Self-Concept and Academic Achievement

Variables	Correlation (r)	Result
Self-Concept & Academic Achievement	0.51	Positive Correlation

Interpretation:

A moderate positive relationship exists between self-concept and academic achievement.

Major Findings



1. No significant gender difference exists in self-concept among secondary school students.
 2. Government and private school students differ significantly in their social adjustment.
 3. Students with higher self-concept demonstrate better academic achievement.
 4. Self-concept and social adjustment are positively related to academic achievement.
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Educational Implications

1. Teachers should encourage students to develop a positive self-concept through constructive feedback and supportive teaching methods.
 2. Schools should organize guidance and counselling programs to improve students' social adjustment.
 3. Parents should create a supportive environment that strengthens students' confidence and emotional well-being.
 4. Co-curricular activities should be promoted to enhance social interaction and personality development.
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Conclusion

The study highlights the importance of self-concept and social adjustment in students' academic success and overall personality development. Students with positive self-concept tend to demonstrate better social adjustment and academic performance. Therefore, educational institutions and parents should focus on developing students' self-confidence and adjustment abilities to ensure their holistic development and future success.

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