



ABSTRACT

This study examined the relationship among self-esteem, school adjustment and academic performance of College of Education students Ilorin, Kwara State, Nigeria. Correlational research design was employed to collect the data. Three research questions, hypotheses and basic assumptions were raised to guide the study.

RELATIONSHIP AMONG SELF ESTEEM, SCHOOL ADJUSTMENT AND ACADEMIC PERFORMANCE OF STUDENTS IN COLLEGE OF EDUCATION ILORIN, KAWARA STATE, NIGERIA

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INTRODUCTION

Students' academic performances have been the area of interest for higher education. Investigation of factors related to the academic performance of tertiary institution students become a topic of growing interest in higher educational circles. There is diversity in academic performance of students, some students perform very well while others perform poorly and low academic performance causes withdrawn from tertiary institution. It is the student's efforts, attitude and



The total population of the study was four thousand, nine hundred and eighty-three (4,983) NCE II regular Students of College of Education Ilorin. The researcher used adopted instruments namely; Rosenberg Self-Esteem Scale (RSES), School Adjustment Questionnaire (SAQ), and Academic Performance Test (APT) for data collection. Data was analyzed using percentages for the demographic variables and Pearson Product Moment Correlation Coefficient (r) was used to test the hypotheses. The findings showed that self-esteem had significant positive relationship with academic performance, school adjustment had significant positive relationship on academic performance and school adjustment had significant positive relationship on self-esteem. The study concluded that self-esteem and school adjustment have positive relationship with academic performance of College of Education Students Ilorin. Based on the findings, it was recommended that school counsellors and lecturers should encourage students to maintain a high self-esteem for better academic performance. Efforts should be made by the school managements and counsellors to encourage students to adjust well in school for better academic performance.

Key words: Relationship, Self Esteem, School Adjustment, Academic Performance and College of Education Students.

determinations that determines their academic performance Jamiu, (2023). Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow. Maslow subsequently extended the idea to include his observations of humans' innate curiosity. Humans are fueled by a desire to achieving goals. Attaining goals helps human satisfy specific needs and desires. Maslow used the terms "physiological", "safety", "belonging and love", "esteem", "self-actualization" and "self-transcendence" to describe the pattern that human

motivations generally move through. He is famous for his “Hierarchy of Needs” and it also shows how important Maslow believed self-esteem to be:

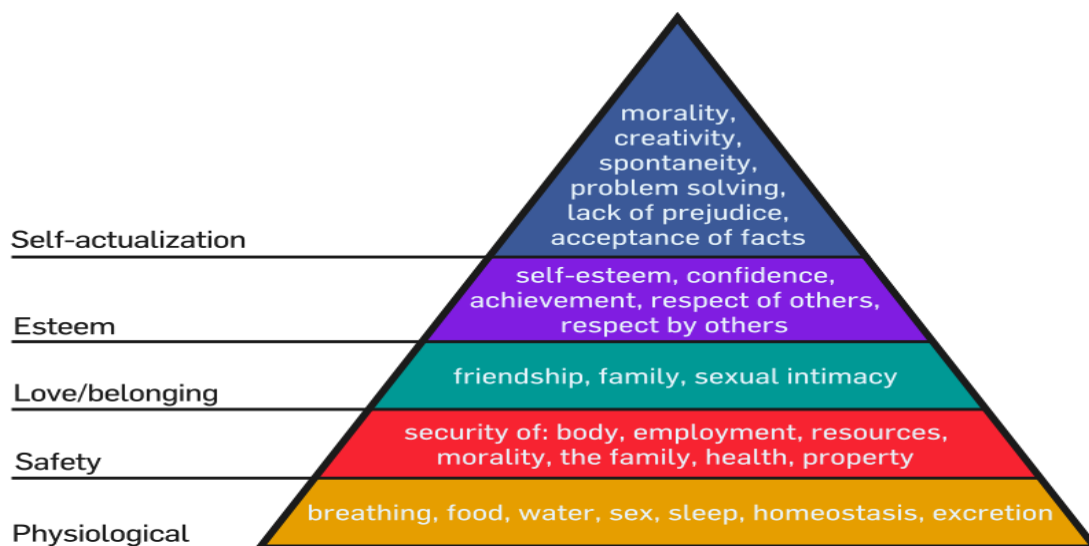


Figure 1: Maslow's Hierarchy of Needs.

Lower needs must be satisfied before higher order needs can be reached. The needs are categorized into a hierarchy, by which certain needs must be met before others (Kendra, 2018).

In line with idea of Jamiu, (2017) Education is the foundation for the development of any society in all spheres of life. It is an investment as well as instrument that can be used to achieve a more rapid economic, social, scientific, technological and cultural development in the country. Jamiu, (2024) opined that an educated person who is well and relevantly positioned in the society is expected to be a valuable asset. Therefore, the purpose of education is for human development which at first is seen through academic performance. Hence, academic performance is a ladder or a stepping stone to individual's future prospect. It is the outcome of education that extent to student, teacher and institution in other to achieved educational goals. The quality of education is mostly assessed on the basis of academic performance and achievement scores.

The school related factor may not be enough on whether an individual academic performance will be good or bad. Thus, the student's self-esteem



plays tremendous roles in building the personality and determining academic performance. Therefore, identifying factors that affect academic performance and suggesting some measures is critically important in helping students improve their academic performance Jamiu, (2023). He added that, it is expected that students will perform better, when they adjust well in school. School adjustment can be related to factors such as personal skill, concentration, attention, motivation, social, cultural factor and psychological factors. It is therefore helpful to students with needs, objectives, and desires to make plans and attempt to accomplish those goals, because plans made and not executed are as good as failure.

Jamiu, (2023). In another vain, said that, school adjustments plays vital role in students' academic performance because one of the pillar which student's life is based is on their progress, achievement, and attitude towards school activities, social support and academic motivation. Therefore, for students to adjust well in school, it is influenced with the combination of students' personal characteristics and their experiences. Students who are able to adjust well in school to the change circumstances in their school can feel more comfortable, live in harmony and well-adjusted life that enhances academic performance. Thus, school adjustment is a person's interaction with the environment and enablement to cover academic achievement, personal growth and accomplishment of life goals.

Self-esteem can be either positive (high self-esteem) or negative (low self-esteem). Therefore, Students get disturbed through their acquisition of self-esteem (high self-esteem and low self-esteem) which actually affect their school adjustment. According to Aryana, (2018) students with high academic achievement tend to feel more confident in contrast to those who lack confidence in them may achieve less academically. However, self-esteem refers to how an individual feel about or how an individual evaluates himself. This evaluation serves as an important role because it affects an individual's attitude and behaviour towards academic performance. In addition, there is lot of differences in the characteristics of low and high self-esteem individual. Low self-esteem individual tend to underestimate their abilities and undeserved to be successful, but these are absent in individual who has a high self- esteem. Hence, having high self-esteem makes the individual to evaluate himself in a

positive way and feel good with strong view of success. Therefore, high self-esteem motivates the individual internally to work hard in order to achieve successful academic performance.

Self-respect is about the individual having the courage to stand up for themselves when they are being treated in a manner that is less than what they deserve. It is also about knowing their worth and having the ability to adjust their life and remove people from it if they are treating them poorly. If an individual have respect for themselves, they will naturally demand respect from others without having to do much of anything. People who have self-respect treat everyone else with respect, but acknowledge that not everyone else will do the same Aryana, (2018).

Components of self-esteem as stated by personal self development.Co.uk as follows: sense of control and personal responsibility, sense of belonging and acceptance and lastly sense of competence.

SELF ESTEEM COMPONENTS

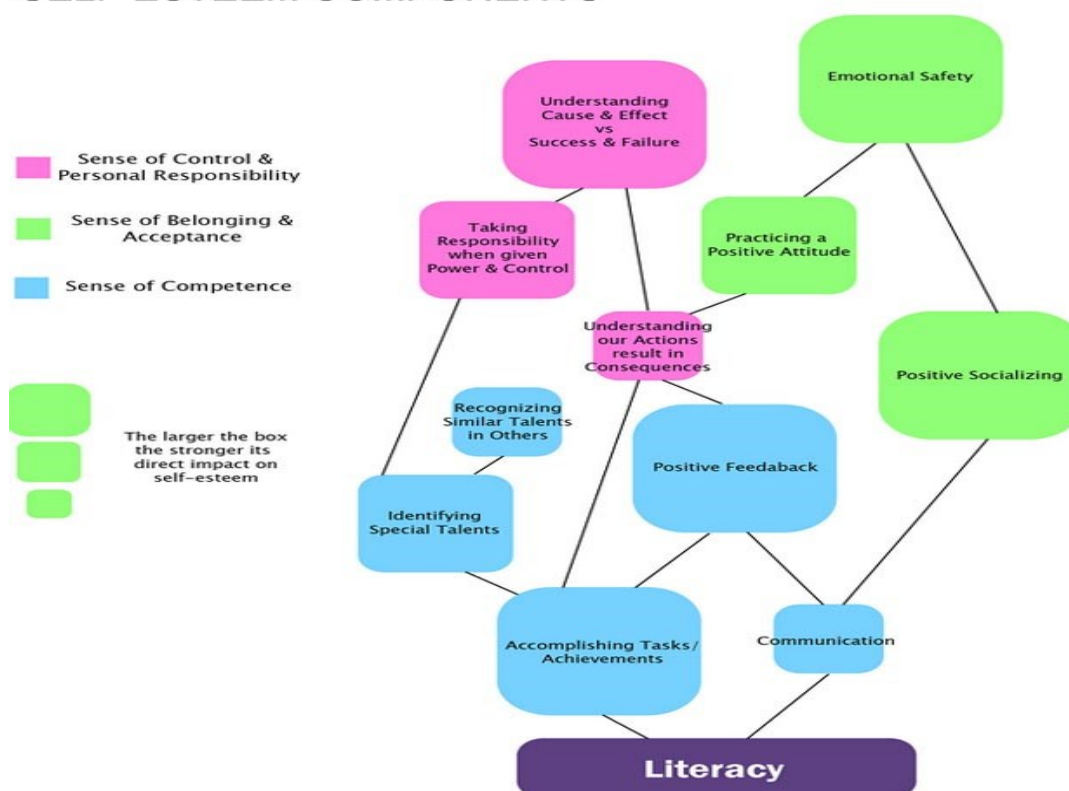


Figure 2: Components of Self-esteem – source – Development.Co.uk, (2017)



Self-esteem is a form of self –acceptance, personal appreciation and subjective respect of individual. It is to evaluate the difference between individual's image of self and ideal self. Muhammad, Syed and Khalid (2019) stated that to understand the self-esteem level of the individual, it is by looking at the discrepancy between how the individual perceive oneself and the self they could like to be. Hence, self-esteem represents the individual's feelings such as self-acceptance, personal appreciation, overall acceptance of the personality and self-love. Therefore, it is the negative and positive attitude of the individual to oneself, as it arises in the result of self-evaluation on the individual basic psychological needs. Hence, self-esteem and school adjustment works together for better academic performance. It is in this respect that the researcher embarked on a study to examine the relationship among self-esteem, school adjustment and academic performance of College of Education Students Ilorin, Kwara State, Nigeria.

Statement of the Problem

The poor academic performance of students has become a source of great concern to all stakeholders in education. As observed by the researcher, College of Education Ilorin is not an exception. Many students enter into school with the ambition of coming out with flying colours but unfortunately, they encounter a lot of problems which is attributed to self-esteem and school adjustments.

Some students spend time, energy and money in studying without fruitful result, they end up being frustrated as their goal is not realized. Perhaps, the fear of failure as a result of self-worth leads students to the alarming rate of examination malpractice. This in turn, poorly affect their attitude to academic activities because when a learner fails to adjust well in college, his academic performance will be negatively affected. In order to achieve this desire of qualitative education and fill the gap of performance between students' academic excellence the researcher feels it is necessary to examine the



relationship among self-esteem, school adjustment and academic performance of students in College of Education Ilorin, Kwara State, Nigeria.

Objective

The objectives of this study are to determine:

1. The relationship between self-esteem and academic performance of students in College of Education Ilorin, Kwara State, Nigeria.
2. The relationship between self-esteem and school adjustment of students in College of Education Ilorin, Kwara State, Nigeria.
3. The relationship between school adjustment and academic performance of students in College of Education Ilorin, Kwara State, Nigeria.

Research Questions

The following research questions were raised in line with the objectives:

1. What is the relationship between self-esteem and academic performance of students in College of Education Ilorin, Kwara State, Nigeria?
2. What is the relationship between self-esteem and school adjustment of students in College of Education Ilorin, Kwara State, Nigeria?
3. What is the relationship between school adjustment and academic performance of students in College of Education Ilorin, Kwara State, Nigeria?

Research Hypothesis

The following hypothetical statements are formulated for the purpose of the study:

1. There is no significant relationship between self-esteem and academic performance of students in College of Education Ilorin, Kwara State, Nigeria.



2. There is no significant relationship between self-esteem and school adjustment of students in College of Education Ilorin, Kwara State, Nigeria.
3. There is no significant relationship between school adjustment and academic performance of students in College of Education Ilorin, Kwara State, Nigeria.

Methodology

Correlational research design was adopted for this study. Thus, correlational design simply aimed at determining the relationships between two or more variables and how strongly they related to each other. This is justified based on the view of Baji, Mamman and Ugochukwu (2018) that when researchers want to find out about the relationships between variables, then correlational design is more appropriate.

Results

The analyses of the data and discussions arising from the findings of the study are stated from demographic data to hypotheses testing.

Table 1: Presentation of Demographic Data in Frequency and Percentages by Gender.

Gender		Frequency	Percent
	Male	126	57.8
	Female	92	42.2
	Total	218	100.0

Showed the presentation of the bio data variables in frequencies and percentages. This includes the sex of the students all from the College of Education Ilorin, Kwara State, Nigeria. A total of 126 representing 57.8% are males and the rest 92 or 42.2% are female students.



Hypotheses Testing

Hypothesis one: There is no significant relationship between self-esteem and academic performance of students in the College of Education Ilorin, Kwara State, Nigeria.

Table 2: Pearson Product Moment Correlation between Self-esteem and Academic Performance of Students in the College of Education Ilorin, Kwara State, Nigeria.

Variable	N	Mean	SD	Df	R	P-value
Self-esteem	218	28.5321	3.10067			
				216	0.667**	0.013
Academic Performance	218	13.6239	4.04534			

****Correlation is significant at the 0.05 level.**

The result revealed that p value of 0.013 is lower than the 0.05 alpha level of significance while the correlation coefficient $r = 0.667$ at $df 216$. Results of the Pearson Product Moment Correlation (r) statistics revealed that significant relationship existed between self-esteem and academic performance of students in the College of Education Ilorin, Kwara State, Nigeria implying that the higher the students' self-esteem, the higher their academic performance and vice versa. Therefore the null hypothesis which states that there is no significant relationship between self-esteem and academic performance of students in the College of Education Ilorin, Kwara State, Nigeria was rejected. Hypothesis Two: There is no significant relationship between School Adjustment and Self -Esteem of students in the College of Education Ilorin, Kwara State.

Table 3: Pearson Product Moment Correlation between School Adjustment and Self Esteem of Students in the College of Education Ilorin, Kwara State, Nigeria.

Variable	N	Mean	SD	Df	r	P- value
Self esteem	218	28.5321	3.1006			
				216	0.725**	0.001
School Adjustment	218	63.0321	6.3828			

****Correlation is significant at the 0.05 level**



The computed p value of 0.001 is lower than the 0.05 alpha level of significance while the correlation coefficient $r = 0.725$ at df 216. Results of the Pearson Product Moment Correlation (r) statistics showed that significant relationship existed between school adjustment and self-esteem of students in the College of Education Ilorin, Kwara State, Nigeria implying that the higher the students school adjustment the higher their self-esteem and vice versa. Therefore the null hypothesis which stated that there is no significant relationship between school adjustment and self-esteem of students in the College of Education Ilorin, Kwara State, Nigeria was rejected.

Hypothesis Three: There is no significant relationship between self-esteem, School Adjustment and academic performance of students in the College of Education Ilorin, Kwara State, Nigeria.

Table 4: Pearson Product Moment Correlation between Self-esteem, School Adjustment and Academic Performance of Students in the College of Education Ilorin, Kwara State, Nigeria.

Variable	N	Mean	SD	Df	r	P-value
self-esteem, School Adjustment	218	63.0321	6.3828			
				216	0.709**	0.020
Academic Performance	218	13.6239	4.04534			

****Correlation is significant at the 0.05 level.**

The p value of 0.020 is lower than the 0.05 alpha level of significance while the correlation coefficient $r = 0.709$ at df 216. Results of the Pearson Product Moment Correlation (r) statistics revealed that significant relationship existed between self-esteem, school adjustment and academic performance of students in College of Education Ilorin, Kwara State, Nigeria implying that the higher the students school adjustment, the higher their academic performance and vice versa. Therefore the null hypothesis which stated that there is no



significant relationship between self-esteem, school adjustment and academic performance of students in the College of Education Ilorin, Kwara State, Nigeria was rejected.

Discussions

The major findings of this study showed that self-esteem and school adjustment correlated with academic performance of students. Theoretically, the findings were supported by William self –esteem theory and Rosenberg theory of self-esteem that focused on the role self-esteem plays in individual's lives and psychological well-being. In agreement, Maslow theory of needs viewed that human behaviour is driven by needs, one of which is the need for a sense of personal importance, value or self-esteem. Hence, the need for individual satisfaction of self-esteem becomes relevant in life. In addition, Skinner proposed that differences in individuals learning experiences are the main reason behind individual differences in behaviour. Therefore, Skinner is based upon the idea that learning is a function of change in overt behaviour. The best way to understand behaviour is to look at the causes of an action and its consequences (Mcleod, 2017). To this learning theory, behaviour is learned and any learned behaviour can be unlearned. According to social learning theory in congruence with the findings, it emphasized that behaviour is learned from interactions and observations individuals experience with other people. Within this theory, learning takes place indirectly by receiving information, observing others or modelling.

The result of this study revealed that a significant relationship existed between self-esteem and academic performance of students in College of Education Ilorin, Kwara State, Nigeria ($r = 0.667$, $p = 0.013$). This is in agreement with the findings of Aryana (2018) who investigated a study on the relationship between self-esteem and academic achievement in the pre-university students. The result revealed that there was significant ($p < 0.01$) positive relationship between self-esteem and academic achievement. The study suggested that



high self-esteem is an important factor and strengthen the prediction of academic achievement in students. Muhammad, Syed and Khalid (2019) in their study on self-esteem and academic performance among University students, also found that there was a significant positive relationship ($r=0.879$, $p<.01$) between self-esteem and academic performance, which is in agreement with the findings of the result.

Conclusion

Based on the findings of this study, the researchers concluded that positive relationship exists between each of the variables based on the responses from the respondents, it was concluded that self-esteem of students of College of Education Ilorin, Kwara State, Nigeria is high and that self-esteem had relationship with academic performance of students in College. Secondly, from the findings, relationship existed between school adjustment and academic performance of students in College of Education Ilorin, Kwara State, Nigeria. Thus, the students that were interested in their courses improved better in their academic performance. Therefore, school adjustment and self-esteem of students have positive relationship on students' academic performance.

Recommendations

In line with the above findings, the researcher recommended that:

- School counsellors and teacher should encourage students to maintain a high self-esteem for better academic performance.
- School adjustment of the students can be further improved by school counsellors and school authority encouraging students to develop a positive attitude towards school work and activities that are helpful to enhance academic performance.
- Efforts should be made by the school counsellors and managements to encourage students to adjust well in school through guidance and counselling services for better academic performance.



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