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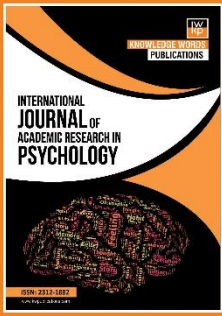
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## Evaluation the Relation between Self-Esteem and Social Adjustment Dimensions in High school Female Students of Iran (Case Study: Isfahan, 2013-14 Academic Years)

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### Abstract

This research was aimed to study the relation between self-esteem and social adjustment dimensions in high school female students of Isfahan, Iran in 2013-14 academic year. The research population included high school female students of Isfahan County in 2013-14 academic years. A 100-member sample was selected using stratified random sampling method. The applied statistical method was Pearson's coefficient index analysis. The California Personality Inventory (CPI) and Cooper Smith Self-Esteem Inventory were applied for measuring the research variables. The research hypotheses findings indicated that there is a significant and positive relation between self-esteem and social adjustment in students ( $r = 0.40$ ). The second research question also is on whether there is a significant and positive relation between self-esteem and social adjustment dimensions. The findings indicated the lowest correlation amount is related to the anti-social tendency (0.32) and the highest amount is related to educational relations (0.48). In general, it can be said that there is a significant and positive relation between self-esteem and social adjustment dimensions.

**Keywords:** Self-Esteem, Social Adjustment, High School Female Students.

### Introduction

Family is an intermediate factor contributing greatly in transferring self-esteem, abilities, and social norms before direct relation of people with groups, organizations, and the community. Childhood experiences in family environment are the most important socialization factor in everyone's life. A family environment is full of love, sacrifice, and intimacy, yet sometimes joint with envy and doubt, enmity and malice, and hatred and anger. Children experience such emotions besides their parents in the socialization process.

According to Sarokhani (1991); Janani (2001); Adams and Monroe (1989); Steinberg (2000), the runaway teenagers suffer from discordance problems in their family relations. The families of the runaways are often abnormal and discordant, and the teenagers are suffering from psychic issues caused by the family members' maltreatment. These issues, which bother

the teenager, might include low self-esteem, distrust, lack of social skill and ability, a tendency towards suicide, emotive escapism, and psychosomatic issues. Adjustment is a dynamic and improving process including equilibrium between what people want and what their community accepts. In other words, adjustment is a two-sided process. On one hand, the individual establishes an effective relationship with the society, and on the other hand, the society provides instruments through which the individual realizes his potential abilities (Wetzel, 1998; Shearer et al., 1997). Both the individual and the society are subject to change and reform, and a somehow permanent adjustment is created in this interaction.

In general, adjustment refers to individual dominance over the environment and a sense of compromise with the self, while some scholars consider social adjustment as an equivalent to social skill. Carr (1990); Franklin et al (2000); Bernstein et al (1990) consider social skill and adjustment as a process enabling the individual to perceive and predict others' behavior, control his own behavior, and organize his social interactions in an adjusted way.

According to Shafer and Showin (1972); Khodayarifard et al (2002); Hoagland et al (2003), adjustment is an organism tendency to change one's activities in line with adapting to the environment which is in fact a response to the surrounding environment changes. This interaction and adjustment characteristic of the individual with others and the value structures is in fact social skill which provides his terms and connection interactions with others and the value aspects in the society where he lives. Regarding this definition, a distinction must be made between physiologic and social adjustments. Because if the fulfillment of physiologic needs becomes impossible for the being in life, its survival will be at risk. In contrast to physiologic needs, however, if the social adjustment is not fulfilled any biological harm is caused to his survival, but makes his behavior maladaptive (Clear and Cardins, 1978; Keener et al., 2004). One of the important factors which causes an individual act effectively (have seriousness and perseverance in his actions) is self-esteem (Larson et al., 2008).

Self-confidence means the power and independence in self under which one starts an action and tries to finish it without expecting others' help and benefit.

Most scholars consider having self-esteem as the central and basic factor in people's emotive social adjustment. The socio-emotive competence, positively evaluated for the self, can help the child against future serious problems as a buffer or force (Najjarian, 1995).

According to Rogers, self-esteem is a continuous personal evaluation of his own self-validness. Self-esteem is a kind of existential validness judgment. This trait is general in human being, and is not limited and transient. As Rogers mentioned, this feeling of self-esteem is created due to the need for a positive attention. The need for others' positive attention includes feedbacks, warm and lovely behavior, respect, intimacy, acceptance and kindness from environment especially the parents. The major cause of the self, self-image, and self-esteem creation should be found in the individual relation with his society especially in his crucial childhood and adolescence periods when the individual's relation with his family and others around him is considered the most effective of all periods (Shamloo, 1989).

## **Methodology**

The main objective of this research was to study the relation between self-esteem and social adjustment dimensions in high school female students of Isfahan, Iran in 2013-14 academic year. The research population included all high school female students of Isfahan in 2013-14 academic years. A 100-member sample was selected using stratified random sampling method. Both descriptive statistics (average, standard deviation) and inferential

statistics (Pearson's coefficient index) were applied. The California Personality Inventory (CPI) and Cooper Smith Self-Esteem Inventory were applied for data gathering.

### **The California Personality Inventory (CPI)**

This test measures the individual and social adjustment profile of an individual. It was issued first by Surap, Clark, and tikez in 1939 (Khodaiarifard et al., 2002), and was reconsidered and revised in 1953. The test has the five following age levels of preschool, primary school, guidance school, high school, and adults. Here the high school level is used. It includes two major tests for self-adjustment, and social adjustment with each one including six scales. The high school level test has 15 questions in each scale. The total number of questions will be a sum of 180 questions considering 12 scales. The social adjustment test of the California Personality Inventory was applied in this research. This part of the test contains six scales as follows:

1. Social Standards: An individual who accepts the socially acceptable standards will understand others correctly, and will welcome the real relations and social needs clairvoyantly. Such individual understands the right and wrong well.

2. Social Skills: An individual has a social skill who is interested in people, help them, and be a manager in his relations with friends and strangers.

3. Antisocial Tendency: An individual is considered antisocial who wants to bother others, quarrel with them, leave them, and ruinate public properties. A high score in this subtest indicates low tendency towards antisocial behavior.

4. Family Relations: An individual is bound to family beliefs and relations who lived in acceptable house and be loved, and feels secure and respected in his relation with all family members.

5. Educational Relations: A student will be fully adjusted to school when he feel that the teachers love him, he enjoys being with other students, and recognizes school works appropriate with his interests and aptitudes.

6. Social Relations: An individual who associates with his neighbors and is proud of social action, is patient in his behavior towards the familiar and strangers, and observes excellent social relations, regulations, and the statute book is good at social relations.

No report is presented in the test handbook on test validity as an experimental method. It is only stated that the test questions are selected based on teacher and principal judgments, student reactions, and the point to point correlation index. The internal consistency of the test was reported 0.87-0.90 by dividing the test into two halves using Spirman Brown method for the social adjustment subtests. This indicates that all questions of all 6 subscales have an appropriate internal coherence. The internal consistency of CPI was analyzed using Ch.'s Alpha index calculation. This index was obtained 0.98a for the whole test indicating its appropriate internal analogy.

Cooper Smith Self-Esteem Inventory (1967)

Smith (1967) compiled his self-esteem scale based on his reconsideration performed on Roger and Dymond1 scale (1954) This is a 58-item self-reporting and pen and paper scale with 8 of its items (06, 13, 20, 27, 34, 41, 48, 55) are lie detectors and the rest 50 items are divided into the four following subscales of general self-esteem, social self-esteem (peers), family self-esteem (parents), and educational self-esteem (school). The items of this scale are written for 8-10-year-old children to be understood, but can be applied for different age groups by making some changes. Smith et al. (1967) have obtained the retest index of 0.88

after five weeks and the index of 0.70 3 years after the test. Factor analysis has indicated that the subscales test different factors of self-esteem (Robberson and Miller, 1986).

In Iran, the reliability and the internal analogy indexes of the Ch.'s Alpha index of the mentioned scale was calculated for a sample of Ahvaz students by (Ebrahimi & Ghavam, 1990). The resulting Ch.'s Alpha from this scale was reported as 0.82Alpha. The internal analogy and retest of this scale was reported greatly satisfactory after six weeks.

Ebrahimi (1991) has studied the reliability of this questionnaire in Iranian pupils and students. Its reliability index was reported 0.80 and 0.85 in pupil and student samples respectively. The Ch.'s Alpha index of this test is also 0.74.

### Findings

The obtained results from the relation between self-esteem and social adjustment in female students are presented in the following tables. The research hypothesis was that there is a significant relation between self-esteem and social adjustment.

Table 1: Correlation Indexes between Social Adjustment and Self-Esteem

Variable	Social Adjustment	Self-Esteem
Social Adjustment	1	*0.40
Self-Esteem	*0.40	1

The correlation is significant at 0.001% level.

Regarding that the lowest significance level of Pearson's correlation test is less than 0.05, the relation is confirmed. That is, the self-esteem and social adjustment scores have a significant relation. Regarding the 0.40% correlation, it can be said that

This relation is direct and with medium intensity. That is, the more the self-esteem score, the more the social adjustment score will also be.

Table 2: The relation between social adjustment dimensions and self-esteem, regarding that there is a significant relation between social adjustment dimensions and self-esteem.

Table 2: The Correlation Indexes between Self-Esteem and Social Adjustment Dimensions

Tier	Adjustment Dimensions	Correlation with Self-Esteem
1	Social Standards	**0.41
2	Social Skills	**0.36
3	Antisocial Tendency	**0.32
4	Family Relations	**0.37
5	Educational Relations	**0.48
6	Social Relations	**0.46

\*\* The correlation is significant at 0.01% level.

Table 2 indicates that the relation between all social adjustment dimensions and self-esteem is significant. It can therefore be concluded that there is a significant relation between social adjustment dimensions and self-esteem. It can be said that there is a direct relation between social adjustment dimensions and self-esteem.

### Research Questions

The main hypothesis of this research was that there is a positive and significant relation between self-esteem and social adjustment in students.

The first research question: Is there a positive and significant relation between self-esteem and social adjustment in students? The research hypothesis findings indicated that there is a positive and significant relation between self-esteem and social adjustment in students ( $R = 0.40$ ,  $P < 0.001$ ).

The second research question: Is there a positive and significant relation between self-esteem and social adjustment dimensions in students? The research findings indicates that the least correlation amount is related to antisocial tendency (0.32), and the most correlation index amount is related to educational relations (0.48). But in general, it can be said that there is a positive and significant relation between self-esteem and social adjustment dimensions. These findings are in line with similar findings with additional variables in studies by (Hormozinezhad and Shahni-Yeylagh, 2001; Nisi and Shahni-Yeylagh, 2001; Bahreini, 1996; Moosavi and Shooshtari, 1997; Estahani-Asl, 2002; Nooroddin-Vand, 2003; Sharifi, 1997; Ebrahimi, 1993; Sharifnia, 2001). The results of this research indicate that student self-esteem that its foundation is doubtlessly established first in the family, then at school, and then in the society, is a basic factor in communication establishment method of individuals with their surrounding world, especially in the level of adolescent adjustment in different dimensions. Therefore, it can be said that parents and school guardians are required to act in a way that self-esteem, an individual Self Evaluation of himself, is not ruined and the student self-image accompanied with importance, success, and individual value. Both home and school are influential in this matter, and any flaw in this basic personality dimension will have irreparable consequences.

## Conclusion

The main aim of this research was a comparative study of the relation between self-esteem and social adjustment dimensions in high school female students of Isfahan in 2013-14 academic year. The research result indicated that there is a significant relation between self-esteem and social adjustment. That is, the higher the self-esteem level is accompanied with positive results for social adjustment in students; VS. a disorder in the self-esteem level Disturbs the social adjustment dimensions.

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