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# SELF-ESTEEM AS PREDICTOR OF SECONDARY SCHOOL STUDENTS' SOCIAL ADJUSTMENT IN ONITSHA SOUTH LOCAL GOVERNMENT, ANAMBRA STATE

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## ABSTRACT

*Secondary school environment is not only a context where many students spend most of their day, it is also where they engage in the important activities of learning academic knowledge, acquiring and practicing more generalized skills, such as solving problems, being on time, following directions and developing formative relationships with peers and adults. However, for many students, achieving this feat remains very tough and elusive. Many students, out of poor adjustment fail to overcoming blocks, reaching goals, satisfying motives, relieving frustration and maintaining equilibrium. These challenges continue to manifest in poor academic performance and maladjustment. Some students in the secondary school environment were faced with the challenge of psychological distress, including anxiety, low self-esteem. The researchers therefore, sought to find out how secondary school students' self-esteem predicts their social adjustment in Onitsha. Two research questions and one null hypothesis guided the study. A correlational survey research design was employed for the study. In a population of 2390 a sample of 1195 students were selected for the study. Two standardized instruments Self-Esteem Scale (SES) and Adolescent Social Adjustment Questionnaire (ASAQ) were used for data collection and aggregade scores and Simple regression analysis were used for the analysis through IBM SPSS – 21. The findings revealed among others that secondary school students Self-esteem is a significant predictor of their social adjustment. It was then recommended among othes that School guidance counsellors should work towards ensuring that the high self-esteem of secondary school students in Anambra state is maintained.*

**Keywords:** Self-esteem, Predictor, Social adjustment and Students

## Introduction

Adolescents are believed to be evolving cognitively as they develop the ability to conceptualize and use concrete thinking. Moreover, the stage also coincides with period of adolescents' experimentation with social relationship. Many adolescents are therefore dependent on the rich cognitive and psycho-social contexts created by the school environment. For some students, it is very easy to interact with peers, teachers and

administrators on challenges they are facing in the course of their study.

As pointed by Petersen, Louw and Dumont (2009), secondary school environment is not only a context where many students spend most of their day, it is also where they engage in the important activities of learning academic knowledge, acquiring and practicing more generalized skills, such as solving problems, being on time, following directions and developing formative relationships with peers and adults. However, for many students, achieving this feat remains very tough and elusive. Many students, out of poor adjustment fail to overcoming blocks, reaching goals, satisfying motives, relieving frustration and maintaining equilibrium. These challenges continue to manifest in poor academic performance and maladjustment. Some students in the secondary school environment were faced with the challenge of psychological distress, including anxiety, low academic self-efficacy, and poor time management (Fabian, 2007). The purpose of education is human development. As the human beings become conscious about the things in their environment, their needs increased and with the increased needs, the problem of adjustment take place in the society.

Adjustment is that condition of a person who is able to adapt with his physical occupational and social environment. It refers to the behavioral process of balancing conflicting needs, or needs challenged by obstacles in the environment. Humans and animals regularly adjust to their environment. Adjustment disorder occurs when there is an inability to make a normal adjustment to some need or stress in the environment. Successful adjustment is crucial to having a better quality of life. Those who are unable to adjust well are more likely to have clinical anxiety or depression, (Sandstrom & Cramer, 2003) as well as experience feelings of hopelessness, anhedonia, difficulty concentrating, sleeping problems and reckless behaviour (Bisson & Sakhuja, 2006). Adjustment therefore has been considered as an index to integration; a harmonious behaviour of the individual by which other individuals of the society recognize the person as well adjusted (Rienties, Beausaert, Grohnert Niemantsverdriet & Kommers, 2011). Adjustment is an important aspect to determine students' academic performance (Petersen, Louw & Dumon, 2009). Thus adjustment maintains peace and harmony in home, school, and society and in the country. Although adjustment contains many aspects like social, emotional, physical and educational dimensions, the more pronounced is social adjustment which is the prerequisite to the other aspects of adjustment (Mazaheri, Baghiyan, & Fatehizadeh, 2006).

Schneider (2000) defined Social adjustment as a psychological process, which frequently involves coping with new standards and values. In technical language of psychology, getting along with the members of the society freely is called social adjustment. According to Edward, (2003), social adjustment is the continuous process of satisfying one's desire, mastery of the environment and sense of being at peace with oneself. Thus, it implies that social

adjustment is the ability to select appropriate and effective measures so as to meet demands of the environment while maintaining a healthy attitude towards the circumstance. Having well –adjusted students is one of the purpose of any secondary school since it has been found that students' adjustment can have a remarkable effect on students' academic performance, and having students with better academic performance give more successful image of the school (Rienties, Beausaert, Grohnert, Niemantsverdriet & Kommers, 2011).

Petersen, Louw and Dumon (2009) asserted that social adjustment to school environment is an important factor in predicting school outcomes. An important dispositional factor that has been found to be critically germane to social adjustment of students is self-esteem. Self-esteem refers to a person's overall sense of his or her value or worth. It can be considered a sort of measure of how much a person values, approves of, appreciates, prizes, or likes him or herself (Sedikides & Gress, 2003). Wang (2001) stated that self-esteem involves an evaluation of oneself followed by an emotional reaction towards oneself. The evaluative and affective elements are present in all extant definitions and theories of self-esteem. Those that have had positive experiences both at school and at home do not necessarily suffer from low self-esteem. Focusing on skills other than those measured through academic evaluations allows students with learning disabilities to recognize their value and self-esteem as a whole. These aspects have aroused great concern among school authorities as they correlate with self-esteem to increase the level of confidence or hinder learning and academic achievement of individual students in secondary schools (Garcia, 2007). It has also been recognized that social adjustment is influenced by psychological factors, among which is self-esteem (Mohammed, 2010).

Studies on self-esteem have shown that the way in which individuals perceive themselves influence on their social adjustment (Jones, Bilge-Johnson, Rabinovitch & Fishel, 2014). People with higher self-esteem tend to be more confident in theirabilities resulting in higher aspirations and greater chance of success. Also high self-esteem predicts beneficial adjustment (Brown, Dutton & Cook, 2001). Self-esteem consists of a set of feelings about self-worth, hence it reflects the evaluation of personal competence. It is a crucial factor in the social adjustment process of teens since the adolescent is a period in life with rapid changes that affect self-esteem, shifting expectation, changing roles and complex relationships.

Mahmoudi (2011) using one hundred students indicated that self-esteem had positive influence over social adjustment of the student. Afolabi (2014) observed that self-esteem and family relations independently predicted social adjustment. The study further revealed that efforts to boost the new students' self-esteem should not be spared so as to improve the level of prosocial behavior and social adjustment of individuals. Maria (2018) using 377 college students from the College of Business and Accountancy observed that self-esteem is significant to social adjustment. The study opined that to ensure a strong positive

correlation between self-esteem and social adjustment for the students, efforts should be made to improve the support of their loved ones and significant people in life in the development of positive outlook in themselves and in their abilities. Laura, Graham, Naomi and Robert (2007) observed that increased global, academic and self-esteem predicted decreased depression and increased academic and social adjustment. The study further revealed that school administrators, counselors and conducive environment could help improve student's self-esteem and their social adjustment. The role of self-esteem to social adjustment is remarkable result. Teens evaluate themselves based on the feedback they receive from their peers, which explains why self-esteem predicts social adjustment, mainly in adolescence, an identity confusion phase where the decreased levels of self-esteem increases the vulnerability to psychological disorders (Van Tuijl, de Jong, Sportel, Hullu & Nauta, 2014). So, it is possible that self-esteem can have an influence on social adjustment (Sowislo & Orh, 2013.)

Tajeddini (2014) studied on a comparative study with respect of self-esteem and demographic variables in Indian and Foreign students. The result presented that Foreign students who were between age range 20-25 and 25-30showed a higher self-esteem as compared to Indian students, it was stated that foreign students who were doing master qualification showed higher self-esteem than Indian students. The result also showed that Foreign students who never go to any parties and the Foreign students who frequently go to any parties showed higher self-esteem as compared to Indian students in the same groups. It was concluded from this study that Foreign students who were more than third child showed higher self-esteem as compared to Indian students in the same group. The further findings showed that foreign students who belong to middle socio-economic status showed a higher self esteem as compared to Indian students in the middle socio-economic status. It presented that Christian foreign students showed higher self-esteem as compared to Indian students according to hypothesis, It was recommended that specific training Interventions should be used to improve self-esteem and that psychological counseling services and other therapies should be used to find out an effective solution as regards to enhancing Self Esteem and Emotional Intelligence as regards to the clients.

The above study is related to the present study because it used self-esteem which is one of the variables used in the present study. However, the above study differs from the present one because the above study was conducted at a university in India, whereas the present study was done in few secondary schools in Anambra State Nigeria.

Masselink, Roekel, and Oldehinkel (2018) conducted a study at University of Groningen, Netherland on Self-esteem in Early Adolescence as Predictor of Depressive Symptoms in Late Adolescence and Early Adulthood . The purpose was to examine whether self-esteem in early adolescence predicted depressive symptoms in late adolescence and early adulthood. Data was

used from four waves of the TRAILS study (N= 2228, 51% girls): early adolescence (mean age 11 years), middle adolescence (mean age 14 years), late adolescence (mean age 16 years), and early adulthood (mean age 22 years). 36-items Self-Perception Profile for Children (SPPC) (Harter 1982), and 20-item Behavioural Inhibition Scale (BIS) and Behavioural Activation Senile (BAS; Carver and White 1994) were used for data collection. Path-analyses showed that low self-esteem is an enduring vulnerability for developing depressive symptoms. Self-esteem in early-adolescence predicted depressive symptoms in late adolescence as well as early adulthood. It was recommended that avoidance motivation and social problems should be employed as possible targets for intervention.

Afolabi (2014) conducted a study at Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria, on Self esteem and family relations as predictors of prosocial behaviour and social adjustment of new students. His study analyzed the relationship between self esteem and family relations of a sample of Nigerian undergraduates as indicated by their prosocial behaviour and social adjustment. The study size was 294 fresh students. Results revealed that self esteem and family relations independently predicted prosocial behaviour. Their joint prediction of prosocial behaviour was also significant [R2 - .279, t = 9.07; p < .01]. Analysis of the second hypothesis also revealed that self-esteem independently predicted social adjustment but family relations did not predict social adjustment significantly. However, self-esteem and family relation jointly predicted social adjustment [R2 = ..384, t = 7.972; p < .01]. It was recommended that efforts to boost the new students' self-esteem should not be spared and the relationship between family members should be cordial so as improve the level of prosocial behavior and social adjustment of individuals.

The above study is related to the present study because its variables include self-esteem and social adjustment, where were among the variables used in the present study. The above study was conducted in Nigeria, which is same with the present study. However, the above study differs from the present one because the primary concern of the above study was on undergraduate students of Adekunle Ajasin University, Akungba-Akoko, Ondo State, whereas the primary concern of the present study was on secondary school students in Anambra State.

Werede, Desbele, Dawit and Aster (2020) investigated the Predicting Effects of Self-Efficacy, Self-Esteem and Prior Travel Experience on sociocultural adjustment among international students of College of Education, Asmara China. The study attempted to determine the roles of self-efficacy, self-esteem, and previous travel experience on socio-cultural adjustment. The sample for this study constituted 328 undergraduate and postgraduate international students. Hierarchical multiple regression and a process macro were used to analyze the data. Results

revealed that prior travel experience, self-efficacy, and self-esteem significantly predicted sociocultural adaptation. In particular, self-esteem partially mediated the relationship between self-efficacy and sociocultural adaptation. It was recommended that students need to learn and develop appropriate social and behavioral skills that enable them to effectively function in the new socio-cultural environment.

The above study is related to the present study because its variables include self-esteem and social adjustment, which were among the variables used in the present study. However, the above study differs from the present one because the primary concern of the above study was on undergraduate and postgraduate students of College of Education, Asmara China, whereas the primary concern of the present study was on secondary school students in Anambra State, Nigeria.

Renu, Radhika and Veena (2020) conducted a study at Church-Gate University, Mumbai, India on An exploratory study to understand and examine the nature and type of relationship between self-esteem, life satisfaction and adjustment among male and female migrant students. The purpose of the study was to understand the gender differences that may operate in migrant students onLife-satisfaction, Self-esteem and Adjustment. The sample size was 60 students (30 males and 30 females) aged 18-21 years, migrated to the city of Mumbai for educational purposes. Design used was quasi experimental. Correlation(r) was calculated to understand the nature and type of relationship between Self-esteem, Life satisfaction and Adjustment. The results were found to be significant with the Self-esteem and Adjustment at 0.01 level for females and Self-esteem and Life-satisfaction at 0.01 level, Life-satisfaction and Adjustment at 0.05 level and Self-esteem and Adjustment at 0.01 level in males, It was recommended that effort should be made to improve the College life of the students as to ensure a gateway to higher education and also creates an avenue for added social contact and the life building at social, health, educational and emotional levels.

The above study is related to the present study because its variables are self-esteem and adjustment where were the variables in the present study. However, the above study differs from the present one because the study is experimental whereas the present study is a correlational survey. Moreso, the primary concern of the above study was on university students of Mumbai India, whereas the primary concern of the present study was on secondary school students in Anambra State Nigeria.

Hadia and Seema (2013) conducted a study at East University, Cyprus on Relationship of self-esteem and adjustment in traditional university students. This study was conducted to investigate the relationship between the various dimensions of self-esteem and five domains of adjustment of traditional

university freshmen (N=83) in the first semester of their Masters program. Bivariate correlational analysis indicated a positive relationship of global self-esteem with over-all adjustment, as well as with other areas of adjustment, with the highest correlation being with academic adjustment. It was recommended that effort should be made to ensure effective understanding of the multidimensional aspects of self-esteem and adjustment to design effective measures of counselling and guidance.

The above study is related to the present study because its variables include self-esteem and adjustment, which were among the variables used in the present study. The primary concern of the above study was on undergraduate students of East University Cyprus, whereas the primary concern of the present study was on secondary school students in Anambra State, Nigeria.

Maria (2018) conducted a study at Tarlac State University, Philippines on the Self-esteem, social support and college adjustment of business and accountancy students. The purpose was to determine how self-esteem and social support predict successful adjustment to college life. Targeted population was 377 college students from the College of Business and Accountancy. They answered standardized questionnaires regarding Self -esteem Social support and College Adjustment. Using the Pearson-Product Moment Correlation Coefficient, it was found that among the variables, only Self- Esteem and Social Support have a significant relationship. These two variables are significantly positively correlated at alpha level .01. It was recommended that to ensure a strong positive correlation between Self-esteem and Social support for the students, efforts should be made to improve the support of their loved ones and significant people in life such as family, relatives, classmates and professors in the development of positive outlook in themselves and in their abilities.

The above study is related to the present study because its variables include self-esteem and adjustment, which were among the variables used in the present study. The primary concern of the above study was on undergraduate and students of Tarlac State University, whereas the primary concern of the present study was on secondary school students in Anambra State, Nigeria.

Laura, Graham, Naomi and Robert (2007) conducted a study at York University, Canada on Social support, self-esteem, and stress as predictors of adjustment to University among First-Year Undergraduates. The current study examined the joint effects of stress, social support, and self-esteem on adjustment to university. The sample size was 115 students. Multiple regressions predicting adjustment to university from perceived social support, self-esteem and stresswere conducted. From the fall to winter semesters, increased social support,predicted improved adjustment. Decreased stress predicted improved overall, academic, personal-emotional, and social adjustment. Increased global, academic, and social self-

esteem predicted decreased depression and increased academic and social adjustment. It was recommended that university administrators, counsellors, and student affairs should intensify effort to help students manage stress. Dormitories also need to accommodate places and times that allow students the flexibility to sleep, study, and socialize when they need and want without infringing on fellow students.

The above study is related to the present study because its variables include self-esteem and adjustment, which were among the variables used in the present study, also regression analysis was used in both studies.

Renierose (2017) conducted a study at Calapan City, Philippines on Freshmen students' self-esteem and adjustment to college in higher education institutions in Calapan City, Philippines. The study determined the relationship between self-esteem and freshmen students' adjustment to college in Higher Education Institutions in Calapan City, Oriental Mindoro, Philippines. The descriptive correlational and comparative research methods were used in the study. Questionnaires were distributed to 357 freshmen students from selected HEIs. The study found out that the respondents had high self-esteem and high level of adjustment to college; the two variables have a positive correlation. It was recommended that there should be sequential institutional and classroom activities that encourage adjustment of new students and the development of their self-esteem.

The above study is related to the present study because it used self-esteem and adjustment which are among the variables used in the present study. Also, it was conducted in secondary school which is the primary concern of the present study. However, the above study differs from the present one because the above study was conducted at Philippines, whereas the present study was done in Anambra State, Nigeria.

Melvina (2017), conducted a study at Cross River State, Nigeria on Family environment and self-esteem as predictors of psychological adjustment of secondary school students from divorced homes in Cross River State, Nigeria.This study considered family environment (family cohesion, family conflict) and self-esteem as predictors of psychological adjustment of secondary school adolescents from divorced home in Cross River State. The study employed surveyresearch design. A sample of 128 SS11 students was selected using simple and stratified random sampling techniques. Three research questions were asked to guide the study. Three research instruments: Family Environment Scale (FES), Rosenburg Self-Esteem Scale (RSES) and Psychological Adjustment Questionnaire (PAQ) were used to gather data for the study. The result revealed that positive family cohesion, support and lower rates of family conflict were significant predictor of psychological adjustment in the sample studied. It was recommended among others that families should reduce conflict and increase cohesion as this would have positive effect on the psychological adjustment of the adolescents.

The above study is related to the present study because it used self-esteem and adjustment which are among the variables used in the present study. Also, it was conducted in secondary school which is the primary concern of the present study. However, the above study differs from the present one because the above study was carried out in Cross River State, whereas the present study was done in Anambra State.

Samuel (2011) examined the contribution of psychological and social factors to the prediction of adjustment to college at Kwara State, Nigeria. The participants for this study were 250 first year students (Male - 135 (54.0%), Female = 115 (46.0%) randomly selected from three colleges of education in Kwara State, Nigeria. The mean age of the sample was 20.01 years (SD = 3.82) with age range at 18-22 years. Descriptive survey research design was adopted in the study. Trait emotional intelligence scale, multidimensional scale of perceived social support, perceived stress scale and Rosenberg self-esteem scale were used for data collection. The study employed Pearson's product moment correlation, and hierarchical multiple regression techniques in analyzing the data obtained. Result revealed that all the independent variables predicted adjustments. It was recommended thatcollege authorities integrate activities designed to improve students' adjustment into college co-curricular activities meant for youth development.

The above study is related to the present study because it used self-esteem and adjustment which were among the variables used in the present study. Also, it was conducted in secondary school which is the primary concern of the present study. However, the above study differs from the present one because the above study was conducted at Kwara State, whereas the present study was done in Anambra State

The observation of the present researchers is that there were many studies carried out that were related to the present study but there has not been any research carried out on self-esteem as predictor of secondary school students social adjustment in Onitsha South Local government of Anambra State. It was the attempt to fill the gap in knowledge that led to the conception of the research, to investigate the predictive effect of self-esteem on the social adjustment of secondary school students. Consequently, the present study sought to determine how self-esteem predicts the social adjustment of secondary school students in Onitsha South Local Government, Anambra State.

**Research Questions**

The following research questions guided the study:

1. What are the self-esteem scores of secondary school students in Onitsha South L.G.A of Anambra State?
2. What are the social adjustment scores of secondary school students in Onitsha South L.G.A of Anambra State?

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**Hypothesis**

One null hypothesis was tested at the 0.05 level of significance:

1. Self-esteem will not be a significant predictor of social adjustment of secondary school students.

**Research Method**

The study adopts a correlational survey design. Correlational research is a type of research method that involves observing two variables in order to establish a statistically corresponding relationship between them (Elizabeth, Catherine & Orla, 2016). The population of this study consists of 2,390 S.S 1 and S.S. 2 students in the six secondary schools in the Local Government, comprising of 1,320 male and 1,070 female students. A sample of one thousand one hundred and ninety five (1,195) students comprised of 660 male students and 535 female students were students used for the research. This is 50% of 2,390 students in S.S 1 and S.S. 2 students, in the six secondary schools in the Local Government. Proportionately stratified sampling was used to select the number of students in each of the schools. Two instruments used for data collection were Self-Esteem Scale (SES), Rosenborg, (1965) and Adolescent Social Adjustment Questionnaire (ASAQ) which was adopted from Nwabunike and Nwankwo (2020). Self-Esteem Questionnaire, is a standardized instrument and so was not subjected to further validation. It has been revalidated in Nigeria by Okwaraji, Onuebueke, Nduanya and Nwokpoku, (2016). Adolescent Social Adjustment Questionnaire was also a standardized instrument developed and validated by Nwabunike and Nwankwo (2020) and does not require further validation. The two standardized instruments have coefficent alpha of 0.88 for self esteem and 0.928 Adolescent Social Adjustment. The researchers and six research assistants administered copies of the instruments through face to face delivery method.The research questions 1 and 2 were answered using aggregade scores while research questions 3 and the hypothesis were analysed using regression analysis.

**Results and Discussion**

**Research Question 1:** What are the self esteem scores of secondary school students?

**Table 1: Range of self esteem scores of secondary school students (Norm = 25)**

| Range of scores | N | % | Remark |
|---|---|---|---|
| 10 – 24 | 110 | 9.2 | Low Self-esteem |
| 25 – 40 | 1083 | 90.8 | High Self-esteem |

In table 1, it was observed that with scores ranging from 25 to 40, 1083(90.2%) secondary school students in Onitsha have high Self-esteem, while 110(9.2%) others whose scores ranged from 10 to 24 have low self-esteem. Findings of the study revealed that most of the secondary school students in Anambra State have high self-esteem. This

findings shows that secondary school students in Anambra State belief in their innate ability to achieve goals. This implies that they are likely to exert sufficient effort and that, if well executed, leads to sufficient outcomes. The finding is in line with Tajeddini (2014) and Ruth, and Ulrich (2011) whose studies respectively revealed high self-esteem of students. These studies show that students with higher self-esteem tend to be more confident in their abilities resulting in higher aspirations and greater chance of success. The studies also show that high self-esteem predicts beneficial adjustment. In this situation, students are likely to be most encouraged to tackle challenging tasks and gain experience. Although the studies investigated self-esteem of students outside Nigeria, the finding goes on to show that students could possess high self-esteem irrespective of geographical difference.

**Research Question 2:** What are the social adjustment scores of secondary school students?

**Table 2: Range of social adjustment scores of secondary school students (Norm = 58)**

| Range fo scores | N | % | Remark |
|---|---|---|---|
| 23 – 57 | 154 | 12.90 | Poor social adjustment |
| 58 – 92 | 1039 | 87.10 | Good social adjustment |

Table 2 reveals that with scores ranging from 58 to 92, 1039(87.10%) secondary school students in Onitsha have good social adjustment, while 154(12.90%) others whose scores ranged from 23 to 57 have poor social adjustment. The result of the study indicates that most of the secondary school students have good social adjustment. This finding implies that secondary school students function well in their immediate environment, participation in social activities and their satisfaction with various social aspects of the school experience. This finding is in line with the findings of Birina (2017) whose study showed that students were good in social adjustment. Birina's study examined social adjustment problems of secondary school students in India, and observed that the students have a good social adjustment. Although the study investigated social adjustment outside Nigeria, the finding goes on to show that students could possess the good social adjustment irrespective of geographical difference.

**Null Hypothesis 1:** Secondary school students' self-esteem is not a significant predictor of their social adjustment in Onitsha.

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**Table 3: Regression analysis on secondary school students' self-esteem as a predictor of their social adjustment in Onitsha**

| R | R Square | Adjusted R Square | % | Beta | df | Cal. t | P<0.05 | Remark |
|---|---|---|---|---|---|---|---|---|
| 0.275 | 0.075 | 0.075 | 7.5 | 0.275 | 1191 | 9.86 | 0.000 | S |

Table 3 shows that secondary school students' self-esteem had $R^2$ adjusted of 0.075. This indicates that secondary school students' self-esteem contributed only 7.5 percent of their social adjustment in Onitsha. Also at 1df numerator, 1191df denominator and 0.05 level of significant, the calculated t9.86 with P.value 0.000 which is less than the 0.05, the null hypothesis is not accepted. Therefore, secondary school students' self-esteem is a significant predictor of their social adjustment in Onitsha.

Findings of the study revealed that self-esteem is a significant predictor of secondary school students. This finding of the study show that self-esteem emerged as an important predictor of social adjustment. This finding is consistent with the previous studies such as Afolabi (2004), Werede, Desbele, Dawit and Aster (2020) who found that self-esteem is a significant predictor of social adjustment. According to Baumeister, Campbell, Krueger and Vohs, (2003), students with high self-esteem are more likely to persist in the face of difficult task than low self-esteem students. High-self esteem students are more resilient to the vicissitudes of life. A high level of self-esteem supplies studentswith the ability to accept happy moments, to handle unpleasant situations, to cope effectively with challanges, to engage in close relationships and to improve their strengths. The finding thus is an empirical evidence of the predictive ability of students' self-esteem in foretelling their social adjustment in school. The finding clearly suggests that higher self-esteem were important in predicting the relative difficulty or ease experienced by students in adapting to the cultural and educational challenges of their schools.

## Conclusion

Based on the findings of the study, self-esteem is a significant predictor of secondary school students' social adjustment in Anambra State.

## Recommendations

Based on the findings of this study, the following recommendations are made:

1. School guidance counsellors should work towards ensuring that the high self-esteem of secondary school students in Anambra state is maintained.
2. Teachers should be informed on how to identify students with social adjustment problems and the need to make appropriate referral to the guidance counsellors for counselling.

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