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## **Self-Concept As a Predictor Of Scholastic Adjustment Of Students In Public Junior Secondary Schools In Bayelsa West Senatorial District Of Bayelsa State**

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### **Abstract**

The study investigated self-concept as predictors of scholastic adjustment of students in public Junior Secondary schools in Bayelsa West Senatorial District of Bayelsa State. The study adopted correlation research design. Three research questions and three corresponding hypotheses guided the study. A sample of 370 students were drawn through stratified random sampling techniques. The Students' Self-Concept Inventory" (SSCI) and "Scholastic Adjustment Scale" (SAS) were used as instruments for data collection. Cronbach alpha reliability method was employed and it yielded a reliability coefficient of 0.86 for SSCS and 0.72 for SAS. Simple regression analysis was employed for data analysis. The results showed that authoritative parenting style positively predicted students' scholastic adjustment and autocratic negatively predicted student scholastic adjustment in public junior secondary schools. The study concluded that self-concept variables (Self-image, Self-esteem and Self Ideal) significantly predicted the scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State, Nigeria. Based on the findings, it was recommended that counseling services should be established in schools to boost the self-concept of students who may be experiencing poor self-concept and other psychological challenges as these may negatively impact their academic adjustment and achievement.

**Keywords:** Self Concept, Self-Image, Self Esteem, Self-Ideal and Scholastic Adjustment

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### **Introduction**

Managing the difficulties, pressures, and demands of daily life is an essential part of the adjustment process, which is a mental and emotional journey. One measure of a student's scholastic adjustment is how well they manage the many demands of school,

including attending classes, making friends, performing well on tests, and dealing with social pressure. As the student strives to find a footing in their new academic environment and meet the rigorous new standards for secondary school learning, he or she undergoes a process of psychological and behavioral development. There are many factors that contribute to a child's ability to adjust to school. These include the child's own strengths and knowledge, the support systems at home, and the characteristics of the school itself (Serna & Martinez, 2019).

Acclimating, coping, or adjusting to changes and challenges of school work is an essential part of education, which is aimed to shape and develop learners' cognitive, emotional, and psycho-productive domains (Kamat, 2016). This process is known as scholastic adjustment. A child's growth is greatly impacted by the process of adjustment. Scholastic accomplishment was described by Devika (2016) as the capacity to acquire information, the degree to which students are competent in completing school activities, as assessed by standardized examinations and reported as a grade or units depending on their performance. There are a lot of things that can affect academic success. Academic performance may be affected by the ways in which a kid adjusts to their family life, school, emotions, finances, and the ever-changing social environment.

Like with everything else in life, adjusting to a new environment is essential, and that includes school. Students' stability and academic achievement are improved when they are able to adapt to school. A student has adjusted when he or she forms positive connections with his or her educational setting. According to Vuitton et al. (2017), adjustment is the mental process by which individuals deal with the stresses and pressures of daily living. According to Ibudeh in Kinanee (2004), adjustment is the natural process by which a person adapts to the demands of their environment and life. Scholastic adjustment, on the other hand, focuses on a student's capacity to manage all academic challenges, particularly within a school context, in order to their academic benefit (Onyekuru & Zuru, 2017). According to Sumari et al. (2016), students' ability to adapt to new academic challenges—such as a more competitive learning environment, more reading and writing assignments, a shift in the classroom dynamic, or a variety of learning styles—is known as scholastic adjustment. Students who are better able to acclimate to school life are more likely to succeed academically and complete assignments on time. Personality, school climate, school type, coping mechanisms, self-efficacy, peer group, family dynamics, and professional goals are just a few of the numerous elements that can have an impact on students' academic adjustment, both favorably and adversely.

Psychologists and educational academics have been captivated by the notion of self-concept for many years. There are still conflicting opinions on gender differences in self-concept and school adjustment, despite the extensive study on the topic. Studies have given conflicting results about the relative merits of the sexes; some have shown no statistically significant difference between the sexes, while others have found that females suffer more adjustment issues than boys on average. A more positive self-concept is one of the personality traits that may be fostered via academic success (Kamat, 2016). One of the most important factors in determining academic success is one's self-concept (Marsh et al., 2022). A student's self-concept and academic performance are strongly correlated, with shifts in one seemingly causing a corresponding shift in the other. If one's sense of self-worth improves, then one should be able to do more. According to Rosenberg (2018), there is a favorable correlation

between adjustment and academic accomplishment.

When it comes to developing a sense of self and adjusting to school, adolescents' relationships with their parents, instructors, and classmates are crucial (Byrne, 2016). A pupil with a poor sense of self-worth may struggle to fit in at school. This is not the case when the youngster has a healthy view of himself. While parents have a great deal of influence, the school environment, including instructors and classmates, can have an impact on children's sense of identity and their ability to adapt. When confronted with novel situations or challenges, one's self-concept—a set of ideas about oneself—can provide a sense of identity.

The foundation of one's self-concept rests on one's self-schemas, which are manifest in one's experience and reality. These schemas include one's past, present, and potential selves. One's self-concept could lean toward positivity or negativity. When it provides the drive necessary to face adversity head-on and finish a job, it's a great thing (Purkey, 2015). Students that have a healthy sense of self-concept believe that they have what it takes to excel academically.

A student's positive self-concept is a set of ideas, feelings, and behaviors that are intentionally structured to modulate his behavior in order to achieve an anticipated objective, in contrast to the myriad of negative aspects of the learning process, such as learner's individual differences, ineffective teaching methods used by instructors, and other social and environmental factors. Acquired and maintained via hard work and the satisfaction that comes from accomplishing goals. Students' sense of identity is heavily influenced by their experiences of achievement. This characteristic describes how students are able to draw on their own experiences of achievement in the past, in conjunction with their present-day challenges and reinforcement, to construct an imagined scenario. In order to overcome the obstacle in front of them, this activity helps the instructor see a feature success in detail, which in turn builds the idea that success is truly attainable.

### **Statement of Problem**

These days, a lot of parents don't put enough effort into helping their kids learn and grow. Even worse, some of these parents engage in unhealthy parenting practices or fail to spend enough time with their kids. As a result, these children suffer from a lack of support at home, which impacts their emotional, intellectual, physical, and moral growth. At some point, students who struggle with emotional stability and low self-esteem will feel inadequate in their classroom. Adopting ineffective parenting approaches as a child can lead to a lifetime of low self-esteem and a lack of self-concept, which in turn can make it hard for the child to adapt to school and thrive academically. These types of students typically express a desire to be alone, emotional, and hostile. Kids who struggle with poor self-esteem don't have what it takes to excel in school and in life. There is evidence that students who struggle with low self-esteem are more likely to join hidden cult groups as a means of self-defense and to compensate for their lack of confidence. Based on this backdrop, the researcher sought to investigate the relationship between self-concepts as predictors of scholastic adjustment of students in public junior secondary school students of Bayelsa West Senatorial District in Bayelsa State, South-South, Nigeria.

The aim of this study is to investigate self-concept as a predictor of scholastic adjustment of students in public junior secondary school students of Bayelsa West Senatorial District in Bayelsa State.

### **Research Questions**

The following research questions guided the study:

1. To what extent does self-esteem predict student scholastic adjustment in public junior secondary schools of Bayelsa West Senatorial District in Bayelsa State?
2. To what extent does self-image predict students' scholastic adjustment in public junior secondary schools of Bayelsa West Senatorial District in Bayelsa State?
3. To what extent does ideal-self predict students' scholastic adjustment in public junior secondary schools of Bayelsa West Senatorial District in Bayelsa State?

### **Hypotheses**

The following hypotheses were tested at .05 alpha level of significant

**H<sub>01</sub>:** Students' self-esteem does not significantly predict students' scholastic adjustment in public junior secondary schools of Bayelsa West Senatorial District in Bayelsa State.

**H<sub>02</sub>:** Self-image does not significantly predict students' scholastic adjustment in public junior secondary schools of Bayelsa West Senatorial District in Bayelsa State.

**H<sub>03</sub>:** Ideal-self does not significantly predict students' scholastic adjustment in public junior secondary schools of Bayelsa West Senatorial District in Bayelsa State.

### **METHODOLOGY**

The study employed a correlational research design. The population of this study comprised all the public senior secondary school students in Bayelsa West Senatorial District of Bayelsa State. The total number of students in the public junior secondary school as at 2023 was 5,000 (Source: Department of Planning and Research Universal Basic Education Board, Bayelsa State, 2023). The sample of the study is 370 students drawn through stratified random sampling technique. The study cover students in public senior secondary schools one in Bayelsa West Senatorial District of Bayelsa State. The minimum sample size was calculated using Taro Yamane's formula.

The instruments developed by the researcher for data collection are as follows; "Parenting Styles Inventory" (PSI) and "Students' Self-Concept Inventory" (SSCI) which seeks information on the students' self-concept and parenting styles. Finally the "Scholastic Adjustment Scale" (SAS) was used to determine the students' adjustment in the senior secondary schools in Bayelsa West Senatorial District of Bayelsa State. The instrument was divided into two parts A and B. Part A consisted of personal information while the B section gives information on parenting styles and self-concept. SSCI contained of 15 items, PSI contained 16 items, while SAS contained 15 items and the response format for this section was a modified four point Likert format of Strongly

Agree (SA) with 4-points, Agree (A) with 3 points, Disagree (D) with 2-points and Strongly Disagree (SD) with 1-point.

Copies of the instruments (Questionnaire) were given to the researcher’s supervisor and other experts to scrutinize the instruments and make corrections on words, phrases, sentences, grammar, tenses, etc. in Measurement and Evaluation in the department of Guidance and Counseling. Faculty of Education, Ignatius Ajuru University of Education. Based on comments from the experts, the instruments were approved for use, thus, the instruments contain face and content validity. The researcher produced the final draft of each instrument. Cronbach alpha reliability was employed to obtain a measure of internal consistency for the variables. The reliability of the instruments was obtained by using 30 students from Ekeremor Local Government Area who are outside the area of study. The instruments were administered to 30 students and the reliability coefficient indices were established using Cronbach alpha reliability method and yielded a reliability coefficient of 0.86 for SSCS, 0.72 for PSI and 0.72 for SAS. Simple regression analysis was used to answer the research questions and to test the hypotheses at the 0.05 level of significance. The Statistical Package for Social Sciences (SPSS) aided the data analysis.

## ANALYSIS & RESULTS

**Research Question One:** To what extent does self esteem predict students’ scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State?

**Hypothesis One:** Self esteem does not significantly predict students’ scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State.

**Table 1:** Simple Regression Analysis on the Extent to which Students’ Self Esteem Predict their Scholastic Adjustment

Model	R	R-Square	Adjusted R-Square	Std Error of the Estimate
1	.368 <sup>a</sup>	.135	.133	1.01271

a. Predictors (Constant): Self Esteem

b. Dependent Variable: Scholastic Adjustment

Table 1 presents the simple regression model summary on the extent to which self-esteem predict the scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State. Table 1 reveals that  $R = .368^a$  reveals positive relationship between self-esteem and students’ scholastic adjustment in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State. The adjusted R-Square is 1.33 which shows that students’ self-esteem accounted for only 13.3% of the total variance observed in the prediction of their scholastic adjustment in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State while the remaining 86.7% could be due to other variables and residuals in scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State not considered in this study.

**Table 1b:** Regression Anova on the Prediction of Students’ Self Esteem on their Scholastic Adjustment

	<b>Model</b>	<b>Sum of Squares</b>	<b>Degree of Freedom</b>	<b>Mean Square</b>	<b>F<sub>cal</sub></b>	<b>p-value</b>	<b>Remarks</b>
1	Regression	48.452	1	48.452	5.334	.000 <sup>b</sup>	H <sub>0</sub> is rejected p < .05
	Residual	4423.284	487	9.083			
	<b>Total</b>	<b>4471.736</b>	<b>488</b>				

a. Predictors (Constant): Self Esteem

b. Dependent Variable: Scholastic Adjustment

Table 1b presents the regression Anova on the prediction of students' scholastic adjustment from their self esteem in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State. Table 1b shows that students' self esteem significantly predicted their scholastic adjustment in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State ( $F_{cal} = 5.334$ ;  $Df 1/488$ ;  $p < .05$ ). Thus, the null hypothesis was rejected.

**Table 1c: Regression Coefficient on Self Esteem and Students' Scholastic Adjustment**

<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficient</b>	<b>T</b>	<b>Sig</b>
		<b>B</b>	<b>Std Error</b>	<b>β</b>		
1	(Constant)	2.138	.102		7.119	.000 <sup>b</sup>
	Self Esteem	.174	.037	.263	5.264	.000

Table 1c presented the coefficient of the regression model. It showed a constant estimation of 2.138 and the estimation for the prediction (self esteem) (.174) indicating that for each unit change of self esteem (.178), scholastic adjustment of students will change by 17.4% holding other variables at constant. Estimated t yielded 5.264 while  $p < .05$  for self esteem. Thus, confirming that self esteem the (predictor variable) significantly predict students' scholastic adjustment in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State, Nigeria.

**Research Question Two:** To what extent does self-image predict students' scholastic adjustment in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State?

**Hypothesis Two:** Self-image does not significantly predict students' scholastic adjustment in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State.

**Table 2a: Simple Regression Analysis on the Extent to which Students' Self-Image Predict their Scholastic Adjustment**

<b>Model</b>	<b>R</b>	<b>R-Square</b>	<b>Adjusted R-Square</b>	<b>Std Error of the Estimate</b>
1	.352 <sup>a</sup>	.124	.122	1.14783

a. Predictors (Constant): Self-Image

b. Dependent Variable: Scholastic Adjustment

Table 2a presents the simple regression model summary on the extent to which self image predict the scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State. Table 2a shows that  $R = .352^a$

reveals positive relationship between self image and students' scholastic adjustment in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State. The adjusted R-Square is 1.22 which reveals that students' self image accounted for only 12.2% of the total variance observed in the prediction of their scholastic adjustment in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State while the remaining 87.8% could be due to other variables and residuals in scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State not considered in the present study.

**Table 2b:** Regression Anova on the Prediction of Self-Image and Students' Scholastic Adjustment

	<b>Model</b>	<b>Sum of Squares</b>	<b>Degree of Freedom</b>	<b>Mean Square</b>	<b>F<sub>cal</sub></b>	<b>p-value</b>	<b>Remarks</b>
1	Regression	46.814	1	46.814	5.056	.000 <sup>b</sup>	H <sub>0</sub> is rejected p < .05
	Residual	4509.108	487	9.259			
	<b>Total</b>	<b>4555.922</b>	<b>488</b>				

a. Predictors (Constant): Self-Image

b. Dependent Variable: Scholastic Adjustment

Table 2b presents the regression Anova on the prediction of scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State from self-image. Table 2b reveals that self image significantly predicted the students' scholastic adjustment in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State ( $F_{cal} = 5.056$ ;  $Df 1/487$ ;  $p < .05$ ). Thus, the null hypothesis is rejected.

**Table 2c:** Regression Coefficient on Self Image and Students' Scholastic Adjustment

<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficient</b>	<b>T</b>	<b>Sig</b>
		<b>B</b>	<b>Std Error</b>	<b>beta</b>		
1	(Constant)	2.131	.101		7.106	.000 <sup>b</sup>
	Self Image	.168	.034	.261	5.262	.000

Table 2c presented the coefficient of the regression model. It showed a constant estimation of 2.131 and the estimation for the predictor variable (self-image) (.168) showing that for each unit change of self image, scholastic adjustment of students in public junior secondary schools in the area will change by 16.8% holding other variables at constant. Estimated t yielded 5.262 while  $p < .05$  for self image. Thus, confirming that self image (the predictor variable) significantly predict the scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State.

**Research Question Three:** To what extent does ideal self predict students' scholastic adjustment in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State?

**Hypothesis Three:** Ideal self does not significantly predict students' scholastic adjustment in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State

**Table 3a:** Simple Regression Analysis on the Extent to which Students' Ideal Self Predict their Scholastic Adjustment

Model	R	R-Square	Adjusted R-Square	Std Error of the Estimate
1	.348 <sup>a</sup>	.121	.119	1.13546

a. Predictors (Constant): Ideal Self

b. Dependent Variable: Scholastic Adjustment

Table 3a presents the simple regression model summary on the extent to which ideal self predict the scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State, Nigeria. Table 3a shows that  $R = .348^a$  which indicates a positive relationship between ideal self and students' scholastic adjustment in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State. The adjusted R-Square is .119 which shows that ideal self accounted for only 11.9% of the total variance observed in the prediction of students' scholastic adjustment for their ideal self while the remaining 88.1% could be due to other variables and residuals in the scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State not considered in the present study.

**Table 3b:** Regression Anova on the Prediction of Students' Ideal Self and Scholastic Adjustment

Model	Sum of Squares	Degree of Freedom	Mean Square	$F_{cal}$	p-value	Remarks
1 Regression	44.612	1	44.612	4.836	.000 <sup>b</sup>	$H_0$ is rejected $p < .05$
Residual	4492.411	487	9.225			
<b>Total</b>	<b>4537.022</b>	<b>488</b>				

a. Predictors (Constant): Ideal Self

b. Dependent Variable: Scholastic Adjustment

Table 3b presents the regression Anova on the prediction of scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State from ideal self. Table 3b shows that ideal self significantly predicted scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State ( $F_{cal} = 4.836$ ;  $Df = 1/487$ ;  $p < .05$ ). Thus, the null hypothesis is rejected.

**Table 3c:** Regression Coefficient on Students' Ideal Self and Scholastic Adjustment

Model		Unstandardized Coefficients		Standardized Coefficient	T	Sig
		B	Std Error	$\beta$		
1	(Constant)	2.127	.099		7.102	.000 <sup>b</sup>
	Ideal Self	.165	.032	.258	5.256	.000

Table 3c presented the coefficient of the regression model. It indicates a constant estimation of 2.127 and the estimation for the predictor variable (ideal self) (.165) indicating that for each unit change of scholastic adjustment of students in public junior secondary schools in the area will change by 16.5% holding other variables at constant.

Estimated  $t$  yielded 5.256 while  $p < .05$  for ideal self. Thus, confirming that ideal self (the predictor variable) significantly predict the scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State, Nigeria.

### **Discussion of Findings**

The first result of the study revealed that students' levels of self-esteem were shown to be a positive predictor of their academic adjustment at public junior secondary schools in Bayelsa West Senatorial District, Bayelsa State, Nigeria. Therefore, students' scholastic adjustment scores correlate positively with their self-esteem scores. Students' self-esteem was a strong predictor of their academic adjustment in Malaysia, according to this study's results, which are in line with those of Toti (2020). This finding is in line with what Rich and Schachter (2012) found, stating a strong correlation between students' self-esteem and their academic performance. One possible explanation for the current study's findings is that self-esteem impacts people's feelings, thoughts, and actions, and is thus concerned with competence. An individual's capacity to adapt to their social environment is inversely proportional to their self-esteem, which is itself related to their correct attitude.

The second result of the study showed that students' academic adjustment was positively predicted by their self-image at public junior secondary schools in the Bayelsa West Senatorial District of Bayelsa State, Nigeria. This study's findings corroborate those of Rosman and Mayer (2019), who found that students' self-image was a strong predictor of their academic adjustment at Germany's University of Trier. The current study's findings showing students' self-image has a substantial impact on their social adjustment are corroborated by Lounsbury et al. (2015). Potentially explaining the current study's findings is the fact that self-image is a component of self-concept, which in turn derives from one's own perceptions of oneself and others. It could show how well someone follows directions, how emotionally stable they are, how much they can regulate their emotions, how hopeful they are no matter what, and how much self-discipline they have. Thus, these characteristics could foretell how well a pupil would do in school.

The third result of the study showed that students' ideal selves were a good predictor of their academic adjustment at public junior high schools in the Bayelsa West Senatorial District of Bayelsa State, Nigeria. Students' academic adjustment was found to be strongly predicted by their ideal self at public junior secondary schools in Bayelsa West Senatorial District, Bayelsa State, Nigeria. This study's findings corroborate those of Ajmal and Rafique (2018), who found a strong correlation between students' ideal selves and their success in adjusting to school life in Pakistan's Rawalpindi region. Zafiropoulou et al. (2017) found a strong correlation between ideal self and first-grade adjustment, which is consistent with the current study's findings.

## Conclusion

Self-concept are important concepts in psychological discuss of the variables that could impact on the lives of students. Every student comes from a family. The perception of the students about themselves in terms of their areas of strength and weaknesses are also important ingredients in assessing the behaviour of individuals including students. The results of the study showed that self- concept variables significantly predicted the scholastic adjustment of students in public junior secondary schools in Bayelsa West Senatorial District in Bayelsa State, Nigeria.

## Recommendations of the Study

Based on the results of the study, the researcher recommended as follows:

1. Counselling services should be established in schools to boost the self concept of students who may be experiencing poor self-concept and other psychological challenges.
2. There should be comprehensive policy on the raising of children that would enable students develop matured personality.
3. Parents should monitor and supervise their children in their choice of friends and what they watch on television and social media as these are sources of poor self-concept.

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