

**INFLUENCE OF SOCIAL ANXIETY AND SELF-ESTEEM ON
ACADEMIC ADJUSTMENT OF STUDENTS
IN EDO STATE POLYTECHNIC USEN, EDO STATE**

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**BEING A RESEARCH PROJECT WRITTEN IN THE DEPARTMENT OF
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CERTIFICATION

We, the undersigned, certify that this research work was carried out by Grace Onyisi NWOGU in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City.

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DEDICATION

The researcher dedicated this research work to God Almighty who has given her life, whose mercy endurance forever, She thank Him for His loving kindness upon her life, His protection, provision, care and guidance. She also thanks Him for His divine intervention in directing her on the path that leads to life and success.

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ABSTRACT

This study investigated the influence of social anxiety and self-esteem on academic adjustment in Edo State Polytechnic Usen. To guide the study, three (03) research questions were raised and four hypotheses.

A descriptive survey research design was adopted, the population of this study consisted of (1132) one thousand, one hundred and thirty-two students from five departments, (114) one hundred, fourteen students formed the sample size. The instruments used for the study was a questionnaire titled: social anxiety and self-esteem on academic adjustment scale questionnaire (SASEAASQ). The instrument was validated by the researcher supervisor and two experts in the department of Educational Evaluation and Counseling Psychology. Cronbach Alpha Statistics was used to establish the reliability which gave the values of .637, .514 and .710 respectively. Data were collected and analyzed using descriptive statistics of mean and standard deviation which was used to answer the research questions. The findings revealed that students of Edo State polytechnic Usen have a high level of social anxiety, high level of self-esteem and high level of academic adjustment.

Based on the findings, it was recommended that holding workshops and seminars for students at the beginning of each academic year to alleviate their feeling of stress and social anxiety and to raise the level of their self-esteem and promoting the participation of students with low self-esteem in social activities, collaborative work and social engagements to help them form a positive self-image these can better their academic adjustment, also applying social anxiety tests to students at different level, encourage students to trust themselves.

CHAPTER ONE

INTRODUCTION

Background to the Study

The significance of education cannot be overemphasized as it helps in molding the attitude, interests, ideas and values, this is done with a view to produce a well-adjusted individual who is culturally sound, mentally alert, emotionally stable, physically strong, socially efficient and morally upright. Education plays a critical role in human capacity building and skills acquisition. The provision of education and training of all Nigerians is fundamental to the success of the governments overall development strategy. Hence, a successful adjustment of students' to the school environment enables them to complete their studies on time.

Adjustment plays a vital role in the academic success of the students. Adjustment is a slight change made to something to make it fit, work better, or be more suitable, a small adjustment at the right place can make a significant difference. Adjustment is the process of modifying one's behaviour in change circumstance or an altered environment in order to fulfill psychological, physiological and social needs. Well-adjusted students usually value what they are learning, are positively involved in classroom activities and perform well academically, but poor academic adjustment leads to poor academic outcome, behavioural problems, discordant educational aspirations and sometimes school dropout Adhiambo et al (2011).

Academic adjustment is an important measure that shows how a student has adjusted to a school environment and academic activities, according to Ramsay et al (2007). Academic adjustment is therefore imperative for students' progression in the realm of education. Academic adjustment is modification in how students participate in classes and activities. These modifications allow students to meet standards, for students to adjust academically Mohamed (2012) supposed that they may need higher intellectual or critical thinking and satisfaction with

the academic environment. It can require students to adjust adequately when it comes to their academics, because it gives qualified students equal access to the educational opportunities of their various institutions. Academic adjustment is great concerned among students, teachers, parents and school administration.

Ikpe et al (2021) sees academic adjustment as an individual's ability to meet academic demands, to be attentive to participate in class activities and become a learner capable of independent learning. It includes success in meeting academic requirements, motivation to learn, sense of purposefulness, satisfaction with academic environment, student's capacity to attain balance and satisfaction in tackling academic matters effectively. It could also be described as a critical factor that guarantees the accomplishment of academic goals. The academic adjustment of students can be a crucial aspect of their educational experience. It refers to how well students adapt to the academic demands and expectations of their educational institution. It encompasses a wide range of factors, including managing academic workload, meeting academic expectations, developing effective study habits, and establishing a balance between academic and personal life. Successful academic adjustment may be crucial for students to achieve their academic goals, develop intellectually, and experience a fulfilling polytechnic experience. Academic adjustment can be influence by various factors which also could include age, sex, environment, social anxiety, self-esteem, among others.

The new environment is a dynamic one that comprises of students with majorly varying age and sex and also varying socio-economic status, language, family background among other. Age is a factor that can determines the academic adjustment of a student, from developmental perspective, a certain level of maturity is required for learning certain cognitive skills, a child is unable to learn some cognitive skills before a certain age level Piaget, (1983). So the age and

academic adjustment of a student may be directly related; that means if all other factors are equal, older students will achieve more as compared to the younger ones. It means that students have a tendency to become more capable of academic success as they grow up to a certain level of age.

Intervening Variables. Age can refer to a factor that determines the academic adjustment of a student, from developmental perspective, a certain level of maturity is required for learning certain cognitive skills. Adjustment issues among students at tertiary institutions have received interest among different researcher, for several years now. The reviewed studies have varied results in different contexts. Nwoke (2011) study in Nigeria reported that academic adjustment of students at tertiary institutions is determined by their ages, because older one have better coping mechanism to stress at new environments. Another study conducted by Sheryi et al., (2007) suggested that young students at tertiary institution struggle with adjustment at their first phase of joining school, but older ones are more adjusted at their academic setting. In addition, Malau-Aduli et al., (2021) indicated that academic adjustment of students is dependent on age because the mature and older ones are adjusting better as compared to the young students in their first year of study.

In another study Laidro et al., (2007) argues that academic success and adjustment of students is determined by age of students. Aderi at al., (2013) quantitative study also reported that age is critical in adjustment of students at tertiary institution, because fresh students have coping mechanisms when compared to the older one. Pike et al (1997) study reported that age affects the student's adjustment and those who are young struggle to adjust while the students who are mature or older relatively adjust easily to the school environment, from the reviewed literature, there are mixed results on effects of age on adjustment among students.

In this research work, sex is the quality of being a male or female, it refers to the biological differences between males and females. Obi (2012) in a study to examine the academic adjustment amongst students in Anambra State University (ANSU). His study revealed that there is significant difference in academic adjustment between males and females (Sex). Males may be more academically adjusted than female students, they adjusting to school environments faster than female students. Gender bias makes boys more active than girls in classroom during the teaching and learning process Christine (2015).

Social anxiety can have a negative effect on students' academic adjustment, fear of negative evaluation and distress are predictor of student's academic adjustment problems. Excessive worry, intrusive thoughts, and impaired focus accompanied by anxiety may leave students at risk of poor academic adjustment. Social anxiety is a psychological disorder associated with the mind. It is one of the important variables that have the potential of affecting the level of students' academic adjustment, seeing that it is the opposite of being sociable; an attribute required to successfully form new social relations that can aid social adjustment, which may in turn help students to meet up with increased academic demands that may affect academic adjustment. Gregory et al (2022), see it as disorder characterized by excessive fear of embarrassment, humiliation, or rejection when exposed to possible negative evaluation by others when engaged in a public performance or social interaction.

Self-esteem is another psychological constraint that has the potential of affecting student's academic adjustment, self-esteem could be considered as one of the key factors that improve students' academic adjustment in higher institution of learning. Seeing that it has to do with a student's perception of his or herself both in the area of ability and the likes. One's perception of self-determines to some extent what he or she has potential in doing in certain situation. Abu Jado

(2015) opined that self-esteem is the general self-assessment of the individual's mental, social, emotional, moral and physical characteristics. This assessment can result in either a high or low rating of oneself. A low self-rating is known as low self-esteem, while a high self-rating is known as high self-esteem. The level of self-esteem can be one of the basic factors that help an individual constitute a positive or negative self-realization. It affects self-confidence, self-worthiness, self-competency, and expectations relevant to the various aspects of life, one might also think of this as self-confidence. A student who believes in his or her ability, is confident and has a positive view of self will find it much easier to approach novel challenges, learn about them and cultivate the adjustment skills where required. A low self-esteem student may not be able to take such approach; because self-confidence is needed in engaging in things that are novel., how they feel about life events and the way in which they cope with and adopt new environment, self-esteem could be considered as one of the key factors that improve students' academic adjustment in higher institutions of learning.

Level of social anxiety on academic adjustment. The level of social anxiety among some students are severely high that these individuals experience greater loneliness and distress, have more difficulty interacting with others, and partake in avoidant strategies, which then may interferes with their learning, students who are socially anxious tend to evaluate themselves negatively in social situations Campbell, et al., (2016). Level of self-esteem on academic adjustment. Students with high level of self-esteem are more likely to be motivated and engaged in their school work, get good grades, graduate from high schools, have good relationship with their teachers/peers and may be able to handle challenges in school, perform better academically. High level of self-esteem can lead to increased motivation, positive thinking and a sense of control over one's life, all of which can contribute to success and better academic adjustment.

Hickman et al., (2000). Low self-esteem can lead to stress, depression and anxiety. Depression can interfere with academic adjustment, while anxiety may lead to unhealthy habits such as smoking or drinking, it can also lead to behaviour problems at school, such as skip class, exhibit disruptive behaviour and drop-out of school.

The polytechnic environment is not only an educational environment but also social ground that requires one engaging in one form of social interaction or the other right from the very level of entry, to be able to attain proper adjustment. Also the way a student view his or herself might have a potential effect on his or her disposition towards carrying out certain tasks. Academic adjustment involves attempting to engage in or get use to new challenges posed by polytechnic environment, an act that requires confidence which some students' lack. Seeing criteria of sociability and self-evaluation important for academic adjustment may vary among students, making some to have low self-esteem, high self-esteem and others to be socially anxious, it is therefore pertinent to investigate the influence of social anxiety and self-esteem on academic adjustment of students in Edo State Polytechnic Usen, Edo State.

Statement of Problems

Academic adjustment is an important measure that shows how a students' has adjusted to a school environment and academic activities, the academic adjustment of students can be a crucial aspect of students' educational experience. It refers to how well students adapt to the academic demands and expectation of their educational institution. Well-adjusted students usually value what they are learning are positively involved in classroom activities and perform well academically, but poor academic adjustment may leads to poor academic outcome, behavioural problems and sometimes school drop-out, which in turn can lead to behavioural problems such as

drop of of school, when students dropped out from school, they can become unruly, creating problems to the society.

Academic adjustment encompasses a wide range of factors, which includes social anxiety, self-esteem among others. Social anxiety is one of the important variable that may has the potential of affecting the level of students' academic adjustment, social anxiety is a psychological disorder associated with the mind.

Another factor that could affect academic adjustment is self-esteem. Hickman et.al (2000) in his finding suggest that healthy self-esteem can lead to increase motivation, positive thinking, students have good relationship with their peers/teachers and can adjust better academically, while low self-esteem can lead to stress and anxiety which can interfere negatively with academic adjustment, some students who find it difficult to adjust at school, talk and relate amidst colleagues are prone to maladjustment which could lead to students' substance intake, drops-out of school, criminal behaviour, cognitive distortions, among others, these bring variation in students' academic adjustment in school.

Although, everyone is born with some potential which make him/her excel in life, the effect of the different levels of social anxiety and self-esteem on students' academic adjustment may not make them attain the same measure of success, as some may experience positive adjustment while others may face negative adjustment. It on premise this study investigated the extent to which social anxiety and self-esteem jointly influences these remarkable differences in academic adjustment of students in Edo State Polytechnic Usen, Edo State.

Research Questions

The following research questions were raised to guide the study.

1. What is the level of Social Anxiety among students in Edo State Polytechnic Usen?
2. What is the level of Self-Esteem among students in Edo State Polytechnic Usen?
3. What is the level of Academic Adjustment among students in Edo State Polytechnic Usen?
4. What is the relationship between Social Anxiety and Academic Adjustment among students in Edo State Polytechnic Usen?
5. What is the relationship between Self-Esteem and Academic Adjustment among students in Edo State Polytechnic Usen?
6. What is the difference in the relationship of Social Anxiety and Self-Esteem on Academic Adjustment of students in Edo State Polytechnic Usen, based on Age?
7. What is the difference in the relationship of Social Anxiety and Self –Esteem on Academic Adjustment of students in Edo State Polytechnic Usen, based on Sex?

Hypotheses

The following hypotheses were formulated and will be tested at 0.05 level of significance. Research question one to three were answered while four to seven were hypothesized as hypothesis one to four respectively.

1. There is no significant relationship between social anxiety and academic adjustment of students in Edo State polytechnic Usen.
2. There is no significant relationship between self-esteem and academic adjustment of students in Edo State Polytechnic Usen.
3. There is no significant difference in relationship of social anxiety and self-esteem on academic adjustment of students in Edo State Polytechnic Usen, based on Age.

4. There is no significant difference in relationship of social anxiety and self-esteem on academic adjustment of students in Edo State Polytechnic Usen, based on Sex.

Purpose of the Study

The main aim of this study is to investigate the influence of social anxiety and self-esteem on academic adjustment of students in Edo State Polytechnic Usen, Edo State. specifically, this study seeks to:

- ascertain the level of social anxiety among students in Edo State Polytechnic Usen.
- investigate the level of self-esteem among students in Edo state Polytechnic Usen.
- determine the relationship between social anxiety on academic adjustment among students at Usen Polytechnic.
- determine the relationship of self-esteem on academic adjustment among students at Usen Polytechnic?
- ascertain the difference in relationship between social anxiety and self-esteem on academic adjustment of students in Edo State Polytechnic Usen, based on Age.
- ascertain the difference in relationship between social anxiety and self-esteem on academic adjustment of students in Edo State Polytechnic Usen, based on Sex.

Significance of the Study

The findings of this research work will be of important to the Students, Counsellors, Parents, Lecturers/Teachers, Educational Administrators, Policy Makers and Researchers.

The study can bring to the attention of students the potential effect of social anxiety and self-esteem on their academic adjustment, ability and invariably their success in their educational setting, counsellors can be made aware of the possible causes of social anxiety and low self-

esteem and how it can be managed in students to aid positive academic adjustment, from the findings of this study, parents will be made aware of the various challenges faced by their children in school, and how they can assist in reducing its effect on their academic adjustment.

Lecturers/teachers can also be able to identify the need for measures with which they can reduce the social anxiety and low self-esteem in their students to facilitate adequate academic adjustment, educational administrators, who are individuals with primary responsibility for management and effective use of human and material resources in order to realize the objectives of a school may be exposed to create a positive environment conducive to learning, address academic challenges of social anxiety and low self-esteem and enhance the overall academic adjustment of National Diploma (ND) polytechnic students.

The findings of the study may enable the overall policy makers play a critical role in supporting the mental health of students by addressing academic pressure, help the policy makers to incorporate/integration of psychology/mental health education into the core curriculum, encourage the schools to meet psychological/ mental health needs of students, establishment of school-based counselors/mental health teams, as well as integration of policy, where mental health professionals should be monitoring and evaluating students' mental health to ensure adequate academic adjustment. Finally it is hoped that readers, researchers and interested persons may have some useful information from consulting this research work and it can serve as a base for future research work.

Scope and Delimitation of the Study

The scope of this study is centered on the influence of social anxiety and self-esteem on the academic adjustment of students in Edo State Polytechnic Usen, Edo State. The study will be

delimited to National Diploma year 1 and National Diploma year 2 students from selected five (05) departments from three schools of Edo State Polytechnic Usen, Edo State.

Definition of Terms

Below is the operational definition of terms as used in the study

Academic Adjustment: refers to student developing their coping skills and learning strategies aimed at achieving satisfactory academic results.

Age: refers a factor that determines the academic adjustment of a student, from developmental perspective, a certain level of maturity is required for learning certain cognitive skills.

Low Self-Esteem: Is when someone lacks confidence about who they are and what they can do. They often feel incompetent, unloved or inadequate, not holding yourself in high regard.

Self-Esteem: This is the positive or negative view student have about themselves

Sex: In this research work, sex is the quality of being a male or female. It refers to the biological differences between males and females.

Social Anxiety: A disorder that hinders students from participating in social activities or interaction out of fear of being embarrassed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of related literature was carried out under the following headings.

- Theoretical Framework of the Study
- Concept of Academic Adjustment
- Concept of Social Anxiety
- Concept of Self Esteem
- Level of Social Anxiety on Academic Adjustment
- Level of Self-Esteem on Academic Adjustment
- Social Anxiety on Academic Adjustment
- Self Esteem on Academic Adjustment
- Social Anxiety on Academic Adjustment based on Age.
- Self-Esteem on Academic Adjustment based on Age.
- Social Anxiety on Academic Adjustment based on Sex.
- Self-Esteem on Academic Adjustment based on Sex.
- Summary of Literature Reviewed

Theoretical Framework of the Study

The study will be guided by two theories. Social Cognitive Theory (SCT) developed by Albert Bandura a Canadian – American Social Psychologist in 1970^s and Social Comparison Theory developed by American Social Cognitive Psychologist Leon Festinger in 1954.

Albert Bandura was a Canadian – American Social Psychologist the creator of the concept of social cognitive theory. Bandura is internationally recognized as one of the world's most influential social psychologists for his ground breaking research on the importance of learning by

observing others. He emphasizes the role of cognitive processes in learning and behavior. It suggests that individuals' beliefs about their abilities (self-efficacy) can influence their academic adjustment, social anxiety and self-esteem can impact self-efficacy, which in turn affects academic adjustment.

Social Comparison Theory, proposed by Leon Festinger, suggests that individuals evaluate their own abilities and opinions by comparing themselves to others. Students with social anxiety may engage in negative social comparisons, leading to lower self-esteem and poorer academic adjustment. Similarly, students with healthy self-esteem may engage in positive social comparisons, leading to better academic adjustment. In the context of academic adjustment, the Social Cognitive Theory helps explain how social anxiety and self-esteem can impact students' academic behaviors and outcomes and the Social Comparison Theory helps explain how self-esteem and academic adjustment can be influenced by comparisons with peers. This study engine on two theories, the reason is that one theory is not enough to capture the two variables of the study hence the use of two theories. The first Social Cognitive Theory deals with social anxiety, it suggests that students with social anxiety may observe and imitate the behavior of their peers who are more socially confident, this can impact their academic adjustment. While the second, Social Comparison Theory deals with self-esteem and academic adjustment it suggests that individuals have a natural tendency to evaluate themselves by comparing their academic abilities, academic opinions and academic attributes to that of their peers in order to gain accurate self-evaluations and determine their social standing this can enhance self-esteem and over all academic adjustment.

Social Cognitive Theory

The Social Cognitive Theory (SCT) is a psychological theory that emphasizes the role of cognitive processes in learning and behavior. It was developed by Albert Bandura in the 1970s and has since become a widely recognized and influential theory in the field of psychology. The theory posits that individuals learn and develop through a continuous interaction between their environment, personal factors, and behavior. The SCT builds upon Bandura's earlier work on social learning theory, which focused on observational learning and the influence of social models on behavior. Bandura expanded on this theory by incorporating cognitive processes, such as attention, memory, and self-regulation, into the learning process.

- The SCT introduces several key concepts that are central to understanding its principles:
- **Observational Learning:** Individuals learn by observing and imitating the behavior of others.
- **Self-Efficacy:** People's beliefs in their ability to successfully perform a specific task or behavior.
- **Reciprocal Determinism:** The dynamic interaction between personal factors, behavior, and the environment.
- **Self-Regulation:** The ability to set goals, monitor progress, and adjust behavior accordingly.
- **Outcome Expectations:** Anticipated consequences of behavior that influence motivation and decision-making.

The Social Cognitive Theory may be relevant to the study as students with social anxiety, low self-esteem may observe and imitate the behavior of their peers who are more socially confident. This can impact their academic adjustment as they may avoid participating in class discussions or

group activities, leading to reduced academic engagement and performance. Social anxiety and low self-esteem can negatively affect students' beliefs in their academic abilities. They may doubt their competence, leading to decreased motivation, increased anxiety, and poor academic adjustment. The study recognizes the dynamic interaction between personal factors (social anxiety and self-esteem), behavior (academic adjustment), and the environment (academic setting). It acknowledges that these factors influence and are influenced by each other, highlighting the complex nature of academic adjustment. Students with healthy self-esteem and lower social anxiety may be better equipped to set goals, monitor their progress, and regulate their behavior to adapt to the academic environment. On the other hand, students with lower self-esteem and higher social anxiety may struggle with self-regulation, leading to difficulties in academic adjustment.

Despite the relevance of the theory to the study there are weaknesses in the theory in regard to the study. The Social Cognitive Theory does not adequately address the unique individual differences in social anxiety and self-esteem that can influence academic adjustment. It assumes a one-size-fits-all approach, which may not accurately capture the complexities of each student's experience. The theory primarily focuses on the cognitive processes involved in learning and behavior, but it may not fully account for the impact of social anxiety on academic adjustment. Social anxiety can significantly affect a student's ability to engage in social interactions, seek help, and participate in class, which can ultimately impact their academic performance. While the Social Cognitive Theory acknowledges the role of self-esteem in motivation and behavior, it may not fully explore the specific ways in which self-esteem influences academic adjustment. Self-esteem can affect a student's confidence, resilience, and willingness to take academic risks, all of which can impact their ability to adjust academically.

Social Comparison Theory

The Social Comparison Theory is a psychological theory that was first proposed by American Social Cognitive Psychologist Leon Festinger in 1954. He was a 20th century psychologist who developed the theory of social comparison. It suggests that individuals have a natural tendency to evaluate themselves by comparing their abilities, opinions, and attributes to those of others. This theory posits that people engage in social comparisons in order to gain accurate self-evaluations and to determine their social standing.

The Social Comparison Theory may be relevant to the study on academic adjustment as it suggests that individuals have a natural tendency to evaluate themselves and helps explain how students compare their abilities, opinions, attributes, academic performance and achievements to their peers. Students with higher levels of social anxiety and lower self-esteem may engage in negative social comparisons, leading to feelings of inadequacy and difficulty in adjusting academically. The Social Comparison Theory emphasizes the role of self-esteem in social comparisons. Students with low self-esteem may engage in downward social comparisons, comparing themselves to others who they perceive as less successful or incompetent. This can negatively impact their academic adjustment and hinder their ability to thrive in an academic setting.

Social anxiety can influence social comparisons and academic adjustment. Individuals with social anxiety may engage in upward social comparisons, comparing themselves to others who they perceive as more successful or competent. This can lead to increased feelings of anxiety and self-doubt, which can hinder academic adjustment and performance. The Social Comparison Theory also highlights the influence of peers on individuals' self-evaluations. Students in an academic setting, such as Usen Polytechnic, are likely to compare themselves to their peers in

terms of academic achievements and abilities. These social comparisons can impact their self-esteem, social anxiety, and overall academic adjustment.

Concept of Academic Adjustment

Academic adjustments are modifications of how students participate in classes and activities, these modifications allow students to meet standards, it gives qualified students equals access to the educational opportunities of the institution. It also refers to students develop their coping skills and learning strategies aiming at achieving satisfactory academic results. In academic adjustment the two crucial factors are the individual and the environment, students who go to higher institutions come from different backgrounds and have different norms and values. Kyalo et al., (2011) States that academic adjustment is the student's positive attitudes towards their academic work and goals and positive valuations of their academic environment. It includes student motivation to complete academic work, success in meeting academic requirements, academic efforts and satisfaction with academic environment Academic demands increase when student join higher level of institution, students are often uncertain of their abilities to meet up these demands.

Attending high institution is supposed to be a very appealing experience that could give satisfaction to students. Smoothly academic adjustment is a principal determining factor of undergraduate students' academic achievement and success. When fresh students enter the campus, they encounter challenges in the form of a series of internal and external environmental changes, such as facing a new social environment, adjusting to new roles and responsibilities, and developing new academic and social relationships Aderi et al. 2013). These challenges often contribute to various problems, such as anxiety, depression, loneliness, and withdrawal. Lindell et al., (2020), Academic adjustment is a necessary component to overcome the above-mentioned

challenges and plays a pivotal role in students' adaptation. It refers to the degree of students' adaptation to their academic demands, which include their attitudes toward the curriculum, engagement with course materials, and academic effort, academic adjustment is the student's positive attitudes towards their academic work and goals and positive valuations of their academic environment. Academic adjustment refers to the process of making changes or accommodations in an educational setting to help students succeed academically. It can involve modifications to the curriculum, teaching methods, or assessment techniques to better meet the needs of individual students, it includes the need to develop learning habits for new academic environment, struggling with examination and assignments coping with demands.

Abdullah et al. (2009) defines academic adjustment as a person's interaction with his or her environment and covers academic achievement, personal growth and accomplishments outside the classroom such as in art, music, creativity and leadership. According to him, an adjusted student is one who obtains adequate grades, passes his or her courses and eventually graduates. Different researchers have defined academic adjustment in several ways. Wang, et al. (2008) in their study, uncertainty orientation in Chinese children: Relations with school and psychological adjustment defined academic adjustment as scores on academic achievement, distinguished studentship and self-perceptions and teacher rated learning problems. Academic adjustment has also been envisaged as social-emotional development touching on attention, activity level, anxiety, conducts problems and learning. To be competent in a new learning environment, students need to alter their customary learning habits and strategies Awad et al., (2014). However, this is often accompanied by a lack of learning motivation and a decline in academic performance Tuominen-Soini et al., (2012), which are further related to stress, anxiety, smoking, and alcohol consumption.

Recently, investigators have demonstrated that numerous personal traits and social environments predict students' academic adjustment. Factors include individual traits, parental relationships, social support, and motivations Crede et al (2012) , van Rooij et al., (2018) Montgomery et al., (2019). Among these preconditions, achievement goal orientations are important because they are motivation-related constructs. Academic adjustment aims to create an inclusive learning environment where students with diverse abilities, learning styles, or disabilities can thrive. These adjustments can be temporary or permanent, depending on the student's needs. Well-adjusted students usually value what they are learning, are positively involved in classroom activities and receive high grades. Kiuru, et al. (2009) Poor academic adjustment leads to low academic achievement, behavioral problems, discordant educational aspirations and even school dropout Vasalampi et al. (2009)

Concept of Social Anxiety

Social Anxiety Disorder (also known as Social Phobia) is a condition in which people experience significant and sometimes paralyzing symptoms of anxiety in social situations, based on core deep fears related to evaluation and judgment by others. Social anxiety disorder (SAD) is a debilitating condition characterized by a marked and persistent fear of being humiliated by others (World Health Organization 1992; American Psychiatric Association 2013). Individuals fear a range of social interactions, such as conversations with strangers, joining in groups or speaking on the telephone. Most things that involve being observed by others are difficult. These include walking into a room when other people are already seated, eating or drinking in public, and performing in front of an audience. Sufferers fear that they will say or do something that they believe will be humiliating or embarrassing. Common concerns include the fear of sweating,

shaking, blushing, and stumbling over words, looking anxious, or appearing boring, stupid, or incompetent Stein and Stein (2008).

Social anxiety not only impedes an individual's social life but also interferes with everyday activities, school, and professional life. About 75% of SAD sufferers experience symptoms by age 13. SAD is influenced by the onset of puberty and associated hormones and physical changes, as well as the evolving and increasingly complex social networks and changes in the maturing teen brain. Individuals with SAD are often socially inhibited and shy as young children and report a specific socially-humiliating experience prior to onset resulting in the avoidance of such experiences in the future. The disorder is divided into the following two categories: Generalized- symptoms are present in most social situations and Non-Generalized- symptoms are present in a select few social situations. Children with this disorder may exhibit behaviors and traits such as crying, tantrums, clinging to familiar people, extreme shyness, refusing to speak in front of their class, and fear or timidity in unfamiliar settings and with unfamiliar people. Children diagnosed with SAD experience anxiety with their peers as well as with adults, but they do have the capacity to form social relationships with familiar people. SAD is harder to diagnose in children because they do not have the ability to describe the nature of their anxiety as effectively as adults. The disorder may therefore go unrecognized even though the child shows symptoms of the disorder. In children, Social Phobia may be intertwined with Separation Anxiety Institute, (2023).

Social anxiety disorder (SAD) can be an excessive fear of one or more social situations where an individual is anxious about being judged by others (American Psychiatric Association, 2013; World Health Organization, 2018). The core symptom of SAD is a fear of being negatively evaluated by peers that is often combined with difficulty functioning in social settings Asbrand et

al. (2020). Social anxiety is most prevalent in western societies, females, and adolescents, with almost 1 in 10 adolescents affected Burstein et al., (2011). Age-of-onset data specifically identifies early adolescence is a developmentally sensitive time period for the onset of SAD Haller et al., (2015). Social anxiety is one of the most prevalent anxiety disorders among adolescents. This disorder has damaging impacts on overall health and employment Asgari, et al., (2015). Several cross-sectional studies found the relationship between symptoms of social anxiety and reduced academic achievement in the form of low grades, difficulty in accomplishing academic tasks like assignments, presentations and concentration on studies Leigh et al (2018). When an individual under-estimates himself and evaluates himself negatively, he develops a fear of the social situation. It makes people socially anxious. It was recorded that students felt more worried and anxious while carrying out learning activities that included public speaking Russell et al. (2012). Social anxiety can result in avoidance behaviour which is generally observed in university students that skip classes, do group work alone, avoiding gatherings Karasewich et al. (2020).

Concept of Self-Esteem

Self-esteem is how we value and perceive ourselves. It is based on our opinions and beliefs about ourselves. Self-esteem is your subjective sense of overall personal worth or value, similar to self-respect, it describes your level of confidence in your abilities and attributes. Self-esteem is a positive or negative orientation toward oneself, an overall evaluation of one's worth or value, when it's positive, we have confidence and self-respect, we are content with ourselves and our abilities and value our achievements.

Filippello et al. (2019) found that self-esteem can predict a person's level of academic adjustment. Self-esteem reflected students' cognitive ability in their academic fields and predicts

academic adjustment. Building self-esteem in students requires collaboration between parents and school/academic environment. Self-esteem plays an important role in shaping personality and individuals' belief about themselves, the goal they pursue in life.

Self-esteem is a fundamental component of healthy development from childhood through adulthood. It can be generally defined as an individual's overall sense of self-worth or how good they feel about themselves Rosenberg, (1965). Self-esteem is a part of one's self-concept, that is, one's knowledge and beliefs about their personal attributes Mann et al (2004) along with other constructs like self-efficacy (how effective one perceives oneself to be), internal locus of control (having the sense that one has control over things rather than the outside world having control), and self-compassion (compassion that is directed inward towards the self) Bolger and Patterson, (2001) Lamoureux, et al., (2012); Neff, (2003). Together, these constructs can promote healthy functioning and resilience in the face of life stressors. In recent years, investigators researching the concept of self-esteem have been critical about its role in development Baumeister, et al. (2003); Neff and Vonk (2009). They postulate that self-esteem is founded on self-evaluations that are often dependent on external sources. For example, we feel good about ourselves when others praise us for our accomplishments or when we perceive others as liking us. Therefore, self-esteem is unstable and can fluctuate depending on the feedback received. We may also become defensive in order to protect our self-esteem when we feel it is being threatened. Although these are all valid concerns, it is critically important to distinguish between fragile self-esteem and true self-esteem Deci and Ryan, (1995); Kernis, (2003). Unlike fragile self-esteem, true self-esteem is relatively stable, is intrinsically motivated, and one's sense of self-worth is not determined by external sources, rather than fragile self-esteem, true self-esteem is the one that promotes healthy development and functioning.

A very closely related and equally important construct is self-compassion, self-compassion involves treating the self with kindness and understanding rather than with judgment and self-criticism. It also involves recognizing that we share a common humanity in the sense that successes and failures are experiences shared by all, mindfulness, which is the ability to stay self-aware and not become overwhelmed by our emotions and thoughts, is included as the third component in self-compassion. Research has revealed that high self-compassion is an indicator of well-being and a predictor of stable mental health Neff and McGehee, (2010). Self-compassionate individuals are also found to be at a decreased risk for depression, anxiety, neurotic perfectionism, and rumination. Finally, self-compassion has been found to function as a buffer against negative life events and to promote resilience Leary et al., (2007). Not surprisingly, individuals with high self-compassion also appear to have high self-esteem. It is likely that self-compassion and self-esteem are interrelated and possibly bidirectional. That is, self-compassion promotes self-esteem and vice versa.

On the other hand, high self-esteem, self-compassion, self-efficacy, and perceived internal locus of control have all been demonstrated to promote resilience and to be protective against the negative consequences of child maltreatment and other life stressors Afifi and MacMillan, (2011); Bolger and Patterson, (2001); Cicchetti and Rogosch, (1997); rt-Butler, (2010); Lamoureux, et al.(2012) Leary, et al., (2007); Vettese, et al., (2011). Bolger and colleagues found that when individuals perceived themselves as having an internal locus of control, this was associated with reduced internalizing problems (i.e., anxiety, depression, etc.). Vettese and colleagues found that self-compassion was negatively associated with emotion regulation difficulties. That is, individuals with more self-compassion were able to more effectively regulate their emotions, overall, these results are encouraging and underscore the necessity of bolstering these self-

constructs to support individuals in the face of maltreatment. Promoting healthy self-esteem, self-compassion, self-efficacy, and an internal locus of control should be included in prevention and intervention programs to provide children with the personal resources to develop a healthy sense of self. This may both reduce the risk of and also bolster resiliency in the aftermath of maltreatment as demonstrated by the studies above. Furthermore, Elliot and colleagues (1995) conducted a study with sex offenders to investigate the characteristics of children who were often targeted for abuse. It was revealed that children who were lacking in confidence or had low self-esteem were often targeted. This underscores the importance of bolstering self-esteem as part of prevention efforts. When children feel good about them and have a healthy sense of self-worth, they may be more likely to seek help when encountering a situation that does not feel safe. They may also have more positive friendships and spend more time with their friends, thereby increasing opportunities for getting help.

Furthermore, promoting healthy self-esteem and self-compassion may also serve to prevent individuals from offending in the future. Research revealed that offenders are often plagued with low self-esteem, which is exacerbated by intense experiences of shame Marshall, et al. (2009). To prevent feeling this shame and further drops in self-esteem, offenders would minimize the consequences of committing assault and also have reduced empathy for their victims. Promoting self-compassion from childhood may help to increase self-esteem and empathy, as well as decrease the negative effects caused by shame. Leary and colleagues (2007) have found that individuals who were placed in an experimental condition that promoted self-compassion reported they experienced less negative affect and were able to take more personal responsibility for their actions. If self-compassion is nurtured in childhood, this may promote increased empathy for others and perhaps lessen the likelihood to commit offenses against them. Likewise, if self-

compassion is incorporated into offender treatment programs, this may help offenders work through the intense shame they experience when relating to their crime and to take more personal responsibility for the offence they committed.

Modern theories of self-esteem explain reasons of human motivation for high regard for themselves. Sociometer theory interprets self-esteem as a watch for social exclusion. Leary & Baumeister, (2000). The theory explains that a person reacts with low self-esteem when he or she perceives cues of social rejection by the persons significantly important for him or her. Terror management theory explains self-esteem in terms of its protective function. According to this theory self-esteem reduces anxiety about life and death Greenberg, (2008). Views from various literatures seem to affirm that low self-esteem influences the psychological, social, goals and development and wellbeing of adolescents, including their academic adjustment.

Low self-esteem, Shore's (2004), classroom problem solver, suggest that student with low self-esteem has a significant impact on almost everything she does- on the way she engages in activities, deals with challenges, and interacts with others, self-esteem also can have a marked effect on academic success, low self-esteem can lessen a student's desire to learn, her ability to focus, and her willingness to take risks. Positive or healthy self-esteem, on the other hand, is one of the building blocks of school success, it provides a firm foundation for learning and adequate adjustment.

Level of Social Anxiety on Academic Adjustment

Social anxiety amongst students continues to increase, causing difficulty with social skills as well as academic performance. Studying the effects of academic adjustment due to high levels of social anxiety can cause consequences on both a micro and macro level. At a lower level, one common problem amongst students who experience social anxiety is that they invest in heavy

substance use consumption Villarosa et al., (2014). On a high level, a common consequence of students who experience social anxiety is the need for services/treatment but the lack of knowledge behind receiving the help they need. Higher institution campuses provide mental health services to their students but there continues to be a misconception on the type of services actually being provided Michaels et al., (2015). The level of social anxiety among some students are severely high that these individuals experience greater loneliness and distress, have more difficulty interacting with others, and partake in avoidant strategies, which then interferes with their learning Campbell, et al., (2016). Additionally, students who are socially anxious tend to evaluate themselves negatively in social situations Campbell et al., (2016). Students tend to have a high frequency of negative self-statements, negatively criticizing the quality of their social performance, and noticing their “wrongs” rather than their “rights” in social situations Purdon et al., (2001). They are constantly thinking of how others are evaluating them, and “engaging in excessive self-monitoring of their presentation to others”.

According to Foster et al., (2016) Cannabis use is more common to socially anxious individuals who use alone, there are other analyses that show the influence of peers and parents that claims the opposite. Peer and parent perception play a role in socially anxious individuals having a higher rate of cannabis use. These individuals are more inclined to have participation in cannabis when given permission, which makes using more socially acceptable, social and environmental factors contribute to the frequent use of cannabis. These findings show that increased social anxiety has association to higher cannabis use. A finding by Ecker et al. (2014). When determining the impact social anxiety has with cannabis use. Individuals with social anxiety are more likely to encounter cannabis use issues, these findings portrayed that college students with social anxiety feel more inclined and influenced to use cannabis and they base their feelings

about the current situation that causes them anxiety to signify their performance. Therefore when an individual has feelings of anxiousness, they automatically assume the worst outcome. To make a situation more bearable, these individuals engage in substance use to mask their social anxiety.

Another study by Kenney et al., (2018) in their study showed that Anxiety is linked to alcohol use, alcohol dependency, and alcohol consequences. The influences of these individuals are internal influences (e.g. fear of others' thoughts, beliefs, perceptions and negative evaluations of them). They experience high distress and heightened levels of negative affect which creates difficulty in avoiding drinking outcomes as drinking is used as a way to escape their negative thoughts, emotions, and underlying tension. Chimwemwe et al (2017) Stated that Alcohol consumption is prevalent for college students as it can be used as a coping mechanism. The various factors that can influence alcohol use are the school environment, psychological distress, and problems with academics. Scalzo et al, (2017). In their study showed drinking is also deemed as socially acceptable and the presence of alcohol is involved in many after school events. College students drink to reduce anxiety which increases the likelihood of alcoholic intentions.

Suleiman et al. (2021) designed a study to assess the incidence of social phobia in a sample of medical students from six different medical schools in Khartoum, Sudan. This cross-sectional investigation was carried out at the six institutions' faculties of medicine. A suitable sample of 375 was constructed using a SAD prevalence of 60% among Saudi university students. The 95% confidence interval was used. The EPI Info 2002 application was used to compute the sample size. The obtained data were analyzed with SPSS version 16. According to the findings, social phobia is fairly common among Sudanese medical students, especially in the severe form of the illness, with no significant gender differences. It appears to have an impact on self-esteem and academic success, and it has been linked to drug addiction.

Nadeem et al. (2012) performed a research on the "Impact of Anxiety on Academic Achievement of Students at the University Level in Bahawalpur, Pakistan. This was a descriptive study; the data was collected using the survey approach. Stratified sampling was used to pick 97 individuals from a total of 200 students for the sample size. The Otis self-mental administering exam was used to assess pupils' IQ levels. Students' anxiety levels were assessed using an anxiety measuring scale. To observe the influence of anxiety on students' academic successes, data were analyzed using the regression formula, and the formula of co-relation was used to see the association between anxiety and the academic achievements of students. They concluded that anxiety influences students' academic results; however, when male and female students are examined separately, anxiety affects both types of students, with female students having a greater impact than male students.

Tayag and Gonzales (2021) did a research project desired to identify if social anxiety indeed affects college students' academic performance. This study utilized a quantitative design by providing existing social anxiety scales to students through email and social media platforms. Within this design, three analyses were used: Independent samples t-test, One-Way ANOVA, and Pearson r Correlation Coefficient. The findings of these analyses did not support the hypothesis of this study, however results showed that in the sample more college students do not experience problems with social anxiety while in college and there is no correlation between college students' GPA and social anxiety.

Ruseno & Luh (2016) did a study social anxiety as predictors of college student academic adjustment. The purpose of this study was to examine the social anxiety as predictors of college student academic adjustment. The study involved 439 students as participants in this study. Two scale prepared in this research were the academic adjustment scale and social anxiety scale, the

results of these studies show that fear of negative evaluation and distress is predictor of a student's academic adjustment problems, this study concluded that social anxiety has a negative effect of academic adjustments, meaning that if student concerns on the evaluation of other people and feeling uncomfortable in social situations as well as meeting new people who have problems with academic adjustment

Another study by Nordstrom et al (2014) on the effect of social anxiety and self-esteem on college adjustment, academics, and retention. In a survey of 271 undergraduates conducted during the 2nd and 11th week of their 1st semester of college, the authors found that self-esteem mediated relations between social anxiety and academic, social, and institutional adjustment. Implications for 1st-year college students with social anxiety are discussed, with an emphasis on early identification and recommendations for counselors to adapt cognitive behavior therapy interventions for use with college populations.

Level of Self-Esteem on Academic Adjustment

Self-esteem is an important psychological construct that has been found to have a significant influence on academic adjustment among students. Correlating (2018) did a research on the students' self-esteem and its effects on their academic performance and correlate self-esteem, and the academic outcome of undergraduate students have been conducted at the University of Swat, a total sample of 600 respondents was selected randomly from various departments at the University of Swat, the researchers utilized the Rosenberg Self-esteem Scale (RSES), and the students were also asked about their academic performance from their previous semesters, results manifested a significant positive correlation between students' GPAs and their scores on the self-esteem scale. It was concluded from the results that students with higher self-esteem level had a higher academic outcome.

Several factors have been identified as being associated with self-esteem and its impact on academic performance. One factor that has been found to be associated with self-esteem is stress. Stress is commonly reported as an impediment to academic performance among college students. Study by Yu et al. (2022) investigated the role of self-esteem in the academic performance of rural students in China, they found a strong positive correlation between self-esteem and academic performance, indicating that higher levels of self-esteem are associated with better academic achievement. Hickman et al., (2000), whereas lower self-esteem has been related to poorer social adjustment in a number of studies. Self-esteem is an important psychological construct that has been found to have a significant influence on academic adjustment among college students. Several factors have been identified as being associated with self-esteem and its impact on academic performance, one factor that has been found to be associated with self-esteem is stress. Stress is commonly reported as an impediment to academic performance among college students.

A study by Frazier et al. (2019) examined the accuracy of these perceptions and found that students who reported that stress affected their performance had lower GPAs compared to those who did not report such effects. These findings suggest that perceived stress can have a negative impact on self-esteem and subsequently affect academic adjustment. Psychosocial factors have also been identified as playing a role in the relationship between self-esteem and academic adjustment. Frazier et al. (2019) found that students who reported that stress affected their performance also reported lower coping self-efficacy, resilience, and social support. These psychosocial factors are important for individuals' ability to effectively manage stressors and adapt to new situations, including the demands of academia. Another factor that may influence the relationship between self-esteem and academic adjustment is oral health status. Gopalan et al.

(2018) conducted a cross-sectional study examining school absenteeism, academic performance, self-esteem, and oral health status among children aged 12-15 years. They found that school absenteeism was significantly associated with dental caries and poor oral hygiene. These findings suggest that poor oral health status may negatively impact both school attendance and academic performance, which in turn may affect self-esteem. The transition to middle school has also been identified as a critical period for academic adjustment.

Ryan et al. (2013) conducted a longitudinal study examining changes in academic adjustment and relational self-worth across the transition from elementary school to middle school. They found that grade point average and intrinsic value for schoolwork declined across the transition, while self-worth around teachers remained stable, these findings suggest that the transition to middle school may be a challenging time for students' academic adjustment, which could potentially impact their self-esteem. In addition to these factors, social media usage has also been found to have an impact on psychosocial wellbeing and academic performance. Lake Yimer (2022) conducted a study examining the relationship between social media usage, psychosocial wellbeing, and academic performance among college students, they found that higher levels of social media usage were associated with lower academic performance and higher levels of depression. These findings suggest that excessive use of social media may negatively impact both psychosocial wellbeing and academic achievement, which could subsequently affect self-esteem.

A study Laura et al (2007) carried out a study 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. First-year undergraduate students (N = 115) were assessed during the first semester and again 10 weeks later, during the second semester of the academic year. Multiple regressions predicting

adjustment to university from perceived social support (friends and family), self-esteem (academic, social, and global), and stress were conducted. From the fall to winter semesters, increased social support from friends, but not from family, 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. Results are discussed with respect to potential mechanisms through which support and self-esteem may operate.

Jhoselle (2020) carried out a research on Self – Concept, Self – Esteem, Self – Efficacy and Academic Performance of the Senior High School Students in Philippines. The study's primary purpose was to determine the students' self-concept, self-esteem and self-efficacy, and academic performance. The respondents of the study were senior high school students. The descriptive correlation research method was utilized to describe the respondents' profile in terms of self-concept, self-esteem, self-efficacy, and academic performance. The null hypothesis at .05 alpha level of significance was tested to determine the impact of self-concept, self-esteem, and self-efficacy on the students' academic performance. The computed multiple regression analysis results revealed that self-concept, self-esteem, and self-efficacy do not significantly affect senior high school students' academic performance. Moreover, it is suggested that the school personnel and parents monitor and provide the needed support and guidance to their children while searching for their identities. Also, devise additional programs for their students' proper guidance and make progress on the learning activities and teaching-learning plan to maximize their learning experience and boost the students' performance in class.

A study by Bullare et al. (2017) studied self-esteem, extraversion personality, and academic performance among children from intact families and orphans. Determining the

differences of self-esteem, extraversion personality, and academic performance among the children from whole families and children who are orphans, and determining the correlation between self-esteem and extraversion personality with academic performance among children from intact families children who are orphans are the priority of the study. The findings concluded that there was no significant correlation between self-esteem and extraversion personality with academic performance

Regarding the issue of academic adjustment, Vadivukarasi et al. (2022) carried out a study aimed to find out the relationship between psychosocial adjustment factors and academic achievement of higher secondary students. Survey method with stratified random sampling technique has been followed for the present study. The Psychosocial Adjustment Scale constructed and validated by the investigator was adapted to measure the psychosocial adjustment of higher secondary students. The academic achievement of the students was measured through the marks obtained by the selected higher secondary students in their school examination. The total sample consists of 679 higher secondary students which include 382 male and 297 female higher secondary students. The study revealed that the academic achievement of higher secondary students is high and they have high level of psychosocial adjustment factors such as, anxiety, self-confidence, social support and social adaptation. It further revealed that the higher secondary students have average level of psychosocial adjustment factors such as, mental health, depression, self-esteem, self-concept, emotion, socio-economic status and also total psychosocial adjustment. It is also revealed that all the psychosocial adjustment factors are significantly correlated with the academic achievement of higher secondary students.

Ahmad et al. (2013) have conducted a study with the aim to investigate the significance of Self-esteem in producing Social Anxiety in adolescent students. For this purpose 210 adolescent

students(124 females and 86 males) between the age range of 16 years to 19 years were randomly selected from all three socio-economic status i.e., low, middle and High. The level of self-esteem and social anxiety of participants were measured through use of Rosenberg Self-Esteem Scale and Interaction Anxiousness Scale. Results show that negative correlation was found between self-esteem and social anxiety. Novom and Rebekah (2017) in their study predict that a simple correlation is expected to show that the higher the participant's self-esteem, the lower their level of experiencing social anxiety is. This predicted result is consistent with findings Rosenberg, (1962) that individuals with lower self-esteem are more likely to experience symptoms of anxiety, as well as the finding Ginsberg et al., (1998) that children with severe social anxiety reported having low self-esteem. These findings are also consistent with the study conducted by Kocovski and Endler (2000) on the sample of undergraduates and found a negative correlation between self-esteem and social anxiety.

Social Anxiety on Academic Adjustment

Social anxiety amongst students continues to increase, causing difficulty with social skills as well as academic performance. The level of social anxiety among some students are severely high that these individuals experience greater loneliness and distress, have more difficulty interacting with others, and partake in avoidant strategies, which then interferes with their learning Campbell, et al, (2016). Additionally, students who are socially anxious tend to evaluate themselves negatively in social situations Campbell et al., (2016). Students tend to have a high frequency of negative self-statements, negatively criticizing the quality of their social performance, and noticing their “wrongs” rather than their “rights” in social situations Purdon et al., (2001). They are constantly thinking of how others are evaluating them, and “engaging in excessive self-monitoring of their presentation to others”.

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Ecker et al., (2014).When determining the impact social anxiety has with cannabis use. Individuals with social anxiety are more likely to encounter cannabis use issues. These findings portrayed that polytechnic students with social anxiety feel more inclined and influenced to use cannabis and they base their feelings about the current situation that causes them anxiety to signify their performance. Therefore when an individual has feelings of anxiousness, they automatically assume the worst outcome. To make a situation more bearable, these individuals engage in substance use to mask their social anxiety.

Alcohol Use Villarosa et al., (2014).Stated that individual who experienced higher levels of social anxiety are more susceptible to engage in alcohol use. Social anxiety has an impact on negative consequences such as alcohol consumption in mass amounts and harmful drinking as a motive to enhance being accepted by their peers and a mask to hide their social anxiety. Individuals who consume alcohol experience irrational fear, negative evaluation, and distress when put in a social setting.

Kenney et al., (2018). In their study showed that Anxiety is liked to alcohol use, alcohol dependency, and alcohol consequences. The influences of these individuals are internal influences (e.g. fear of others' thoughts, beliefs, perceptions and negative evaluations of them).

They experience high distress and heightened levels of negative affect which creates difficulty in avoiding drinking outcomes as drinking is used as a way to escape their negative thoughts, emotions, and underlying tension.

Chimwemwe et al (2017) Stated that Alcohol consumption is prevalent for polytechnic students as it can be used as a coping mechanism. The various factors that can influence alcohol use are the school environment, psychological distress, and problems with academics.

Scalzo et al., (2017). In their study showed drinking is also deemed as socially acceptable and the presence of alcohol is involved in many after school events. Polytechnic students drink to reduce anxiety which increases the likelihood of alcoholic intentions. Baptista et al., (2012). One of the negative consequences in a variety of research sources is the high rate of students who drop out of school due to their social anxiety. Particularly difficult social activities such as public speaking, giving oral reports, asking questions, and participating in extracurricular activities/events have impaired female student's social interaction leading to avoidant behaviours and increased rates of drop out.

Campbell, et al., (2016) Stated that normal assignments that are given to polytechnic students cause those who are severely socially anxious to socially withdraw from their professors and peers. When a social interaction or social situation arises, those who are socially anxious stray away from these interactions. They do this by remaining focused on themselves and their immediate feelings by detaching themselves from associating and subconsciously disregarding the feelings of others. The more frequent these students disengage themselves in social interactions, the more it becomes a pattern which will then lead the students to believing that they are not adjusting to polytechnic life and eventually are more inclined to drop out.

Poor Academic Grade: Roberson-Nay et al., (2012) Discussed that Social anxiety, often go undiagnosed and untreated with the high school population, these cases of students being undiagnosed and untreated negatively conflicts the adjustment that students with social anxiety/low self-esteem will need in order to be academically successful. Although academic success was measured by grade point average (GPA) or academic achievement in the past, it is different today. Measuring academic success must include a holistic approach as a student can come from a very diverse, complicated and interconnected background, considering the importance of how academic success should be measured, there has been a high percentage found of those who have had difficulty academically adjusting in polytechnic due to their social anxiety, a high rate of 91% or a sample reported interference with their academic adjustment.

Self-Esteem on Academic Adjustment

The study by Yu et al. (2022) investigated the role of self-esteem in the academic performance of rural students in China. They found a strong positive correlation between self-esteem and academic performance, indicating that higher levels of self-esteem are associated with better academic achievement. Hickman, et al, (2000), whereas lower self-esteem has been related to poorer social adjustment in a number of studies, self-esteem is an important psychological construct that has been found to have a significant influence on academic adjustment among polytechnic students, several factors have been identified as being associated with self-esteem and its impact on academic performance. One factor that has been found to be associated with self-esteem is stress. Stress is commonly reported as an impediment to academic performance among polytechnic students.

A study by Frazier et al. (2019) examined the accuracy of these perceptions and found that students who reported that stress affected their performance had lower GPAs compared to those

who did not report such effects, these findings suggest that perceived stress can have a negative impact on self-esteem and subsequently affect academic adjustment. Psychosocial factors have also been identified as playing a role in the relationship between self-esteem and academic adjustment. Frazier et al. (2019) found that students who reported that stress affected their performance also reported lower coping self-efficacy, resilience, and social support. These psychosocial factors are important for individuals' ability to effectively manage stressors and adapt to new situations, including the demands of academia. Another factor that may influence the relationship between self-esteem and academic adjustment is oral health status. Gopalan et al. (2018) conducted a cross-sectional study examining school absenteeism, academic performance, self-esteem, and oral health status among children aged 12-15 years. They found that school absenteeism was significantly associated with dental caries and poor oral hygiene. These findings suggest that poor oral health status may negatively impact both school attendance and academic performance, which in turn may affect self-esteem. The transition to middle school has also been identified as a critical period for academic adjustment.

Ryan et al. (2013) conducted a longitudinal study examining changes in academic adjustment and relational self-worth across the transition from elementary school to middle school. They found that grade point average and intrinsic value for schoolwork declined across the transition, while self-worth around teachers remained stable, these findings suggest that the transition to middle school may be a challenging time for students' academic adjustment, which could potentially impact their self-esteem. In addition to these factors, social media usage has also been found to have an impact on psychosocial wellbeing and academic performance. Lake Yimer (2022) conducted a study examining the relationship between social media usage, psychosocial wellbeing, and academic performance among polytechnic students. They found that higher levels

of social media usage were associated with lower academic performance and higher levels of depression. These findings suggest that excessive use of social media may negatively impact both psychosocial wellbeing and academic achievement, which could subsequently affect self-esteem.

Social Anxiety on Academic Adjustment based on Age

Social Anxiety Disorder typically emerges during adolescence in teenagers that have a history of a social inhibition, females have 50% higher likelihood to be impacted than males, the lifetime prevalence of Social Anxiety Disorder is 13.6% in ages 18-29 and 6.9% for 17-18 demographic with 30% of annual cases classified as severe (Anxiety Institute, 2023). Social anxiety can adversely affect the health and social relation of youth. Persons with SAD have higher alcohol abuse rates than other individuals with other anxiety disorders. Studies have found persons with SAD to be functionally impaired in the areas of education, employment, and social relationships and to have poorer health-related quality of life. The onset of Social Anxiety is usually during late adolescence or early adulthood. However, some researchers argue that the found age of social anxiety is during childhood and progresses and worsens throughout the years only to be diagnosed during late adolescence Merikangas et al (2002). Failure to find treatment during adolescents could result in the anxiety progressing till adulthood. Person having SAD is often negatively stigmatized by other people. Due to this, teenagers with this condition often have an unwillingness to talk about it and therefore goes unnoticed and untreated.

Adolescent social phobia seems to be associated with significant impairment in areas of academics, peer interactions and hobbies. A number of studies have suggested that social phobia is associated with impairment in scholastic performance, academic failure, and premature school dropout during adolescence Shah and Kataria, (2010). This can have far reaching negative consequences in occupational, marital, and social spheres of the individual throughout one's Life.

The first Indian study on SAD in school students by Khyati, reported 12.8% prevalence among high school adolescents Khyati and Vankar, (2004). In another study among university students, Shah and Kataria reported social phobia in 19.5% of participants, in varying degrees of severity resulting in significant disability in work, social, and family life, as well as impairment in quality of life Alkhatami, (2014).

Akbay and Gündüz (2020) carried out a research on The Role of Self-Esteem in Adolescents' Perception of Parents and Social Anxiety Levels. The purpose of the study was to examine whether the relationship between adolescents' perceptions of parents and their social anxiety levels is mediated by self-esteem. The sample of the study consisted of 694 (324 female and 360 male) volunteer high school students selected with a simple random sampling method from different high school types in Mersin province during the 2017-2018 academic year autumn term. The following tools were used in this study; "Perception of Parents Scale" which was developed by Robbins (1994) and adapted to Turkish by Kocayörük (2009); "Rosenberg Self-esteem Scale" developed by Rosenberg (1965) and translated into Turkish by Çuhadaroglu (1986); "Social Anxiety Scale for Adolescents" was developed by La Greca and Lopez (1998) and adapted to Turkish by Aydin and Tekinsav (2007). Multiple regression analysis was used to analyze the data. The results show that there is a negative relationship between adolescents' social anxiety.

The students become more cognitively sophisticated since the realities of society help them to make clear understanding of their abilities and capabilities Sharma et al, (2011). The influencing factors on adolescents' self-esteem can be cognitive, biological and physical development. Naderi, et al (2009) have suggested that for people of all ages, the development of full human potential is enhanced through high self-esteem. People with high self-esteem possess

effective and efficient defenses to sustain negative messages. Leary, et al (1995) suggested that high self-esteem promotes positive effect by buffering the person against stress and other negative emotions and by enhancing personal adjustment. High self-esteem is also associated with optimism and lowered anxiety, further serves as a buffer against the anxiety that people experience when they contemplate their own fragility and mortality. On the other hand, Low self-esteem is a feeling of inadequate, inferior, dull, socially inept, unattractive, unlikable and feeling of lonely against the world Baumeister, et al (2003). It is related to general negative overall opinion of oneself such as feelings of being useless, unlovable, and unattractive and a loser. Low self-esteem has been associated with behavioural problems such as suicidal thought and depression Sharma and Agarwala, (2015), a study by Rosenberg et al, (2001) found that people with low self-esteem are more troubled by failures and tend to exaggerate events as being negative.

Age is one of the demographic factors that influence the level of self-esteem in adolescents Valibeygi, (2011). Various literatures have shown that self-esteem is high during childhood and tends to slowly decrease during adolescence. Different reasons have been given to explain variation in self-esteem in terms of age. Literatures also show that children have high self-esteem because it is artificially inflated, and the subsequent decline reflects an increasing reliance on more realistic information about the self. It is also attributed by the fact that physical changes associated with maturation that occur during puberty and cognitive changes associated with emergence of formal operational thinking may have more profound negative effect on adolescents. At the age of 18-23 years young people are confronted with doubting reality of independence and feeling of being overwhelmed by the future.

Self-Esteem on Academic Adjustment based on Age

Orth, et al. (2010) conducted a longitudinal study to examine the global self-esteem across life span, results showed that self-esteem development increases during young adulthood and middle adulthood, reaching a peak at about age 60 and declining old age. Different reasons have been given to explain variations in self-esteem in terms of age. Literature has shown that children have high self-esteem because it is artificially magnified and the subsequent decline reflects an increasing reliance on more realistic information about the self, Van Laar, (2008), during adolescence, the decline in self-esteem has been attributed to maturational changes associated with puberty and cognitive changes associated with emergence of formal operational thinking. In adulthood, the increase in self-esteem is attributed to maturity and superior functioning associated with midlife linked to generativity stage, during which an individual tends to be increasingly productive and creative at work while at the same time promoting and guiding the next generation Orth, et al., (2010).

The period appears very disappointing to them because it is the time where self-esteem starts to decline slowly Pickhard, (2010). A study by Cai, et al (2007) unfolds that, the developmental pattern of adolescents such as biological and psychological development can cause different impacts on the adolescents' self-esteem because the middle childhood is an exciting time with great optimism and enthusiasm. However, as soon as children emerge into life's challenges and respond to new challenges and demands, their self-esteem begins to diminish.

Age is a factor that determines the academic adjustment of a student. From developmental perspective, a certain level of maturity is required for learning certain cognitive skills; a child is unable to learn some cognitive skills before a certain age level Piaget, (1983). So the age and academic achievement of a student are directly related; that means if all other factors are equal, older students will achieve more as compared to the younger ones. It means that students have a

tendency to become more capable of academic success as they grow up to a certain level of age. The findings of previous research studies about the relationship between age and self-esteem are different. Studies that address changes of self-esteem in adolescence and adulthood are not consistent with one another. Some research studies show that self-esteem decreases in adolescence Trzesniewski, et al., (2003). However it has been found that self-esteem increases in 20s and 30s. In one study, Galambos et al, (2006) found that self-esteem increased during young adulthood. In another study, Schulenberg, et al., (2005) showed that well- being that is a composite measure of self-esteem, self-efficacy and social support, increased in adulthood.

Akbay et al, (2020) carried out a research on The Role of Self-Esteem in Adolescents' Perception of Parents and Social Anxiety Levels. The purpose of the study was to examine whether the relationship between adolescents' perceptions of parents and their social anxiety levels is mediated by self-esteem. The sample of the study consisted of 694, 324 female and 360 male, volunteer high school students selected with a simple random sampling method from different high school types in Mersin province during the 2017-2018 academic year autumn term. The following tools were used in this study; "Perception of Parents Scale" which was developed by Robbins (1994) and adapted to Turkish by Kocayörük (2009); "Rosenberg Self-esteem Scale" developed by Rosenberg (1965) and translated into Turkish by Çuhadaroglu (1986); "Social Anxiety Scale for Adolescents" was developed by La Greca and Lopez (1998) and adapted to Turkish by Aydin and Tekinsav (2007). Multiple regression analysis was used to analyze the data. The results show that there is a negative relationship between adolescents' social anxiety.

Romera et al (2016) did a study on the mediating role of psychological adjustment between peer victimization and social adjustment in adolescence. The aim of the study was to examine the relationship between victimization and difficulties related to social adjustment among

high school students. To do so, various explanatory models were tested to determine whether psychological adjustment (negative self-esteem, social anxiety and social self-efficacy) could play a mediating role in this relationship, as suggested by other studies on academic adjustment. The sample comprised 2060 Spanish high school students (47.9% girls; mean age = 14.34). The instruments used were the scale of victimization from European Bullying Intervention Project Questionnaire, the negative scale from Rosenberg Self-Esteem Scale, Social Anxiety Scale for Adolescents and a general item about social self-efficacy, all of them self-reports. Structural equation modeling was used to analyze the data. The results confirmed the partial mediating role of negative self-esteem, social anxiety and social self-efficacy between peer victimization and social adjustment and highlight the importance of empowering victimized students to improve their self-esteem and self-efficacy and prevent social anxiety. Such problems lead to the avoidance of social interactions and social reinforcement.

Social Anxiety on Academic Adjustment based on Sex.

Obi (2012) in a study to examine the academic adjustment amongst students in Anambra State University (ANSU). His study revealed that there is significant difference in academic adjustment between males and females (Sex). Males are more academically adjusted than female students. Male students adjusting to school environments faster than females students. Gender bias makes boys more active than girls in classroom during the teaching and learning process Christine (2015).

Most prior research has shown that there are statistically significant differences between males and females when it comes to social anxiety among university students, in general, men and women with Social Anxiety Disorder SAD may have different patterns of impairment at work, and in their social life. Asher, et al. (2017) As a result of the gendered role construct, women are

more likely than males to suffer from Social Anxiety Disorder (SAD). The fact that there are no statistically significant differences between males and females when it comes to social anxiety disorder is still a subject of controversy. The role of women has emerged as the most significant element in the difference between the genders. According to Bagloghu (2018), educational opportunities for women and their increasing role in the society have led women to become more active and thus closed the gap in social anxiety levels between men and women. As for the present study that majority of the sample came from the educational teaching programmes background, a two-way exchange of information between the students and their lecturers is required as part of the educational process. Because students must present their views in front of the class, this has become standard procedure. One research from Turkey, which gathered data from college student respondents and linked it to problem internet use, found results that were incongruent with the findings of the majority of other studies, including this one, males scored higher than females on a test for social anxiety disorder, according to the findings of the research. As a result women have become more engaged in the community.

Self-Esteem on Academic Adjustment based on Sex.

He (2022) did a study on relationship between self-esteem, interpersonal trust, and social anxiety of college students. The study attempts to disclose the relationship between self-esteem, interpersonal trust, and social anxiety of college students and provide an empirical reference for enhancing their self-esteem, cultivating their interpersonal trust, and reducing their social anxiety. Specifically, 673 college students were randomly sampled and measured against the self-esteem scale (SES), interpersonal trust scale (TS), and interaction anxiousness scale (IAS). The results show that self-esteem does not vary significantly with genders and origins; social anxiety does not vary significantly with origins but differs significantly between genders; the social anxiety of

males is much lower than that of females; interpersonal trust differs significantly between genders and between origins. Self-esteem is significantly correlated with interpersonal trust, social anxiety has a significant negative correlation with self-esteem, and with social anxiety. Interpersonal trust partly mediates the relationship between self-esteem and social anxiety. These findings provide a theoretical basis for enhancing and improving mental health education of college students.

Li et al (2020) did a survey on gender differences in Rural Left-behind Children (RLBCs) loneliness, social anxiety, self-esteem and self-concept in china. The study explores the gender differences in RLBCs loneliness, social anxiety, self-esteem and self-concept, and aims to clarify the longitudinal cross-lagged relationship among the four. Using Children's Loneliness Scale (CLS), Social Anxiety Scale for Children (SASC)

Summary of Literature Reviewed

The theoretical framework of this study is based on two theories, the social cognitive theory and social comparison theory. Bandura's believes that students with social anxiety and low self-esteem can improve on their academic adjustment by observation and imitating the behaviour of their peers who are more socially confident, while Festinger's theory posits that people engage in social comparisons in order to gain accurate self-evaluations and to determine their social standing, it suggests that students/individuals have a natural tendency to evaluate themselves by comparing their academic abilities, academic attributes, academic achievement, and academic performance to those of others, this might enhance their academic adjustment.

The literatures were reviewed on academic adjustment, social anxiety and self-esteem. It heighted that well-adjusted students usually value what they are learning and positively involved in classroom activities and perform well academically, but poor academic adjustment may leads to poor academic outcome. Three research questions and four hypotheses guided the study, stratified random sampling technique was used to draw a sample size of 114 students from the five

departments, descriptive and inferential statistics were used in analyzing the data obtained through questionnaire. Results showed that majority of the students have high level of academic adjustment, it was also found that students with healthy self-esteem are more academically adjusted than those students with high level of social anxiety.

The reviewed literatures also highlighted that healthy self-esteem can lead to increased motivation to learn, positive thinking, and better academic adjustment, while social anxiety and low self-esteem can have adverse effects on students' academic adjustment. The problems of social anxiety and low self-esteem, may be associated with an array of consequences such as maladjustment, excessive fear of embarrassment, depression, avoidant strategies, humiliation, rejection, have more difficulty interacting with others and can lead to drop out of school.

The review of related literature clearly unveiled some lapses, from the literature within the reach of the researcher. It was found that studies have been carried out in other countries like Sudan, Indian, Chine, Pakistan, among others on relationship between social anxiety and academic adjustment, self-esteem and academic performance, correlation between self-esteem and social anxiety among others.

Sequence to the above, it is obvious that there is a dearth of literature in research on the influence of social anxiety and self-esteem (jointly) on students' academic adjustment in Nigeria, furthermore no published studies were found that investigated these relationships among students of Edo State Polytechnic Usen, to the best of the researcher's knowledge. Hence this study is aimed at finding out the influence of social anxiety and self-esteem on academic adjustment of students in Edo State Polytechnic Usen. This is the gap the study intends to fill.

CHAPTER THREE

METHODOLOGY

In this chapter, the research method and procedure are presented under the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of the Data Collection
- Method of the Data Analysis

Design of the Study

The design adopted for this study is the survey research design, using descriptive approach, this is because it seeks to investigate the influence of the variables of social anxiety and self-esteem as the independent variables on the academic adjustment of students as the dependent variable of the study without any manipulation, thus, it reported the findings as observed.

Population of the Study

The population for this study consisted of 1132 students of the Edo State Polytechnic Usen, Edo State, which comprises of 1st and 2nd years National Diploma (ND) students, of 2021/2022 academic session from five departments whose duration of study are two years. The Departments include: Department of Computer Science, Department of Science Laboratory Technology, Department of Mass Communication, Department of Business Administration and Department of Mechanical Engineering Technology, in total these departments has 529 students in 100 level and 603 students in 200 level.

Table 1: Distribution of Population

Departments	ND1	ND2	Total
Computer Science	71	85	156
Science Lab Tech	152	187	339
Mass Communication	158	161	319
Business Admin.	123	144	267
Mechanical Eng.	25	26	51
Total	529	603	1132

Source: From the Director of ICT, known as Edo Job Centre (EJC) in Edo State Polytechnic Usen, Edo State.

Sample and Sampling Techniques

The sample of this study consisted of 114 students, drawn from five Departments of Edo State Polytechnic Usen, which are Department of Computer Science, Department of Science Laboratory Technique, Department of Mass Communication, Department of Business Administration and Department of Mechanical Engineering Technology. Proportionate stratified random sampling technique was employed to ensure an adequate representation of 1st and 2nd year National Diploma (ND) students at Edo State Polytechnic Usen. The technique involve the following steps: one defining the population and subgroups, step two dividing the population into strata (sub groups) based on the academic year 1st and 2nd year, step three: is to decide on the sample size for each stratum, lastly randomly sample was drawn from each stratum in proportion to the total number of students. The benefit of this sampling technique is that it allows for a more accurate representation of the population, free from biases associated with sampling and increasing the generalizability of the findings.

Table 2: Sample and Sampling Techniques

Sex	ND1	Sex	ND2	Total
Male	27	Male	27	54
Female	30	Female	30	60
				114

Research Instrument

The instrument for this study is a questionnaire generated from the variables, titled: Social Anxiety, Self-Esteem and Academic Adjustment Scale Questionnaire (SASEAASQ) were used to obtain data from respondents. The questionnaire were divided into two sections namely Section A and B. Section A comprising of respondents ‘demographic profile which consists of respondents sex, age and year. Section B features questions on social anxiety, self-esteem and academic adjustment. It consists of thirty (30) items. The instrument is on a four points Likert scale which is Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2, Strongly Disagree (SD) =1 for all the positive worded items and reverse for all negative worded items. The items were arranged according to each social anxiety, self-esteem and academic adjustment respectively for easy scoring and computation. The respondents were assured utmost confidentiality and there was no right or wrong answers to the items, so they should express their genuine and independent opinion while responding to the items.

Validity of the Instrument

The instrument was given to the researcher's supervisor and two other test experts in the Department of Educational Evaluation and Counselling Psychology (EECP), Faculty of Education, University of Benin, Benin City. These experts vetted the items of the instrument in terms of appropriateness for the contents and clarity of words and sentences, as well as relevance to the research. The corrections and modifications were meticulously considered and effected in the instrument.

Reliability of the Instrument

The instruments were administered to twenty (20) respondents which were not part of the study samples. The data collected were analyzed using Cronbach Alpha Statistics and the reliability of .637, .514 and .710 were obtained which is an indication that the instruments used were reliable.

Method of Data Collection/ Administration of Instrument

The researcher explained the aims and objectives of the study to the respondents. They were also enlightened on how to fill the questionnaire before it was administered to them. The necessary authority was informed of the researcher's intentions for efficient establishment of rapport and to enhance an effective administration of the instrument.

Method of Data Analysis

The data collected with the instrument were analysed using both the Descriptive and Inferential Statistics. Research questions one to three were answered using Mean and Standard Deviation. Hypotheses 1 and 2 were tested using Pearson Product Moment Correlation, Hypothesis 3 and 4 were tested using Analysis of Variance (ANOVA). All hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

Presentation of Results and Discussion of Findings

This chapter contains the result obtained from the analysis of data gathered in the course of the research, the results are presented in tabular form and discussed, the analysis and discussion is presented in the order of the research questions and hypotheses as in chapter one

Presentation of Results

Research question one to three were answered while four to seven were hypothesized as hypothesis one to four respectively, hence the presentation of the hypotheses as the answers to research questions would be contained in the hypotheses.

Research Questions One

What is the level of Social Anxiety among students in Edo State Polytechnic Usen?

Table 1: Mean and Standard Deviation of level of Social Anxiety

Variable	Number	Mean	Standard Deviation
Social Anxiety	114	28.50	5.09

Table 1 showed a calculated mean of 28.50 and standard deviation of 5.09. Since the calculated mean is greater than the normative mean of 25.00, this implies that the level of social anxiety is high.

Research Question Two

What is the level of Self-Esteem among students in Edo State Polytechnic Usen?

Table 2: Mean and Standard Deviation of Self-Esteem

Variable	Number	Mean	Standard Deviation
Self-esteem	114	30.41	2.91

Table 2 showed a calculated mean of 30.41 and standard deviation of 2.91. Since the calculated mean is greater than the normative mean of 25.00, this implies that the level of Self-esteem is high.

Research Question Three

What is the level of Academic Adjustment among students in Edo State Polytechnic Usen?

Table 3: Mean and Standard Deviation of Academic Adjustment.

Variable	Number	Mean	Standard Deviation
Academic Adjustment	114	29.49	3.12

Table 3 showed a calculated mean of 29.49 and standard deviation of 3.12. Since the calculated mean is greater than the normative mean of 25.00, this implies that the level of academic adjustment is high.

Table 4: Pearson Product Moment Correlation Statistics of Social Anxiety on Academic Adjustment.

Variable	Number	'r'	Sig. (2-tailed)
Social Anxiety Academic Adjustment	114	.107	.259

Table 4 showed an 'r' value of .107 and a p-value of .259. Since the P-value is greater than the alpha level of .05, the null hypothesis which states that “there is no significant relationship between social anxiety and academic adjustment is retained. Consequently, there is no significant relationship.

Table 5: Pearson Product Moment Correlation Statistics of Self-Esteem on Academic Adjustment.

Variable	Number	'r'	Sig. (2-tailed)
Self-esteem Academic Adjustment	114	.365	.000

Table 5 showed an 'r' value of .365 a p-value of .00. Since the p-value is less than the alpha level of 0.05, the null hypothesis which states that there is no significant relationship between self-esteem and academic adjustment is rejected. Consequently, there is a significant relationship between self-esteem and academic adjustment of students in Edo State Polytechnic Usen.

Table 6: Fisher 'Z' of Social Anxiety on Academic Adjustment based on Sex

Sex	Number	'r'	Zr	Zcal	Z crital
Male	32	.064	0.060	- 0373	±1.96
Female	82	.146	0.141		

Table 6 showed a Z calculated value of - 0.0373 and a Z critical value of ±1.96, since the Z calculated is less than the Z critical, the null hypothesis which states that "there is no significance" is retained. Consequently, there is no significance difference.

Table 7: Fisher 'Z' of difference in relationship of Self-Esteem on Academic Adjustment based on Sex.

Sex	Number	'r'	Zr	Z cal.	Z crit.
Male	32	.753	0.97	- 3.161	±1.96
Female	82	.275	0.28		

Table 7 showed a Z calculated value of 3.161 and Z critical value of ±1.96, since the Z calculated is higher than the Z critical, the null hypothesis which states that ' there is no significant

difference in relationship is rejected. Consequently, there is a significance difference in relationship of self-esteem on academic adjustment of students.

Discussion of Findings.

The finding of research question one showed that the level of social anxiety among students in Edo State Polytechnic Usen is high. The finding might be as a result of the facts that most students perceive themselves as lacking self-efficacy, having an intense, persistent fear of being watched and judged by others, this fear can increase the level of social anxiety and affect their school work that might lead to poor academic adjustment, school pressure, negative life events lack of normal interactions with peers, teachers, loneliness, environmental influences and stressful life experiences, trauma during childhood can influence the development of social anxiety problems. The finding is in support of Campbell et.al (2016) who posited that social anxiety among most students are severely high that these individuals experiences greater loneliness, distress have more difficulty interacting with others which then, interferes with their learning that can leads to poor academic adjustment. The finding disagreed with Cheung (2006) who posited that students who attend evening classes and have full-time work during the day demonstrate a higher level of social anxiety.

The finding is in support of Stein et.al (2011) who in their finding believed that social anxiety is perhaps the most critical psychological problems faced by young people, students demonstrate social anxiety in performance, imitative, discussion, and dialogue with their peers and with other members of the society. As a result of confusion and embarrassment, they avoid a lot of social situations that require utilizing the skills of confrontation, communication and social integration, these might stands as a challenges to the students that leads to high level of social anxiety. The finding also agreed with Al-ali et.al, (2011) who revealed that a person with a high

degree of social anxiety cannot achieve progress in academic work, in various areas of life and cannot do many basic activities.

The finding of research question two showed that the level of self-esteem among students in Edo State Polytechnic Usen is high. The finding might be as a result of the facts that self-esteem encompasses beliefs about oneself, positive thinking, successful relationships among peers/teachers are very important to development of high self-esteem for students. The finding is in support of Hickman et.al (2000) who in their finding revealed that high self-esteem can lead to increase motivation, positive thinking, students have good relationship with their peers/teachers which can lead to better academic success. The finding is also in support with Izgic et.al (2004) who in their study concluded that the level of self-esteem is high among students who participants without social anxiety than among those with social anxiety. It indicate that healthy self- esteem can enhance students to perform well academically. The finding agreed with Methem (2012) who in his view believed that self-esteem play the most vital role in the individual's success or failure especially at the tertiary institution/university stage, it implies that high self-esteem can improve students ' performance academically. The finding is as well in support of the finding of Alhagery (2011) who revealed that according to Maslow's hierarchy of human needs, self-esteem is one of the most essential psychological needs. It represents the key motivation for self-actualization and success in the various aspects of life, such as social interactions, personal relations and creative field. It implies that high self-esteem is needed for students to attain good performance in schools.

The finding of research question three showed that the level of academic adjustment of students in Edo State Polytechnic Usen is high. The finding might be as a result of the fact that academic adjustment is an important measure that showed how a students has adjusted to a school

environment and academic activities. Well-adjusted students usually value what they are learning and are positively involved in classroom activities and perform well academically. The finding seems to give credence to the finding by Kayalo et.al, (2011) who in their study found that majority of the students have high academic adjustment., it implies that high academic adjustment can enable students accomplish the academic goals. The findings is also in support with Lindell et.al (2020) who in their study revealed that high level of academic adjustment is the students' positive attitudes towards their academic work and goals and positive valuations of their academic environment. It implies that behavioural factors affect students' high level of academic adjustment and achievement.

The finding disagreed with Abdullah et.al ,(2009) who in their study on adjustment amongst first year students in a Malaysian university, found that students' adjustment was at moderate level and male students were found to be better adjusted compared to female students. The finding also disagreed with of Holcomb, cited in Nwokolo, Okoye et.al (2010) in their study revealed that students who receive academic advising are more academically adjusted than those who do not.

In hypothesis one, the null hypothesis which states that “there is no significant relationship between social anxiety on academic adjustment is retained. Consequently there is no significant relationship between social anxiety on academic adjustment of students in Edo State Polytechnic Usen . The finding is in agreement with Suleiman et al, (2021) who conducted a cross-sectional study among 375 medical students across six universities in Sudan, on relationship between social anxiety on academic adjustment found negative report.

The finding of hypothesis two showed that the null hypothesis which states that “there is no significant relationship between self-esteem on academic adjustment of students is rejected.

Consequently, there is a significant relationship between self-esteem on academic adjustment of students in Edo State Polytechnic Usen. The finding is in support of Yu et.al, (2022) who investigated how self-esteem affects rural Chinese students' academic adjustment found a positive correlations.

Hypothesis three revealed that the null hypothesis which states that “there is no significant difference in relationship of social anxiety on academic adjustment of students in Edo State Polytechnic Usen based on Age is retained. Consequently, there is no significant difference in relationship of social anxiety on academic adjustment of students in Edo State Polytechnic Usen based on age.

The finding of hypothesis four revealed that the null hypothesis which states that “there is no significant difference in relationship of self-esteem on academic adjustment of students in Edo State Polytechnic Usen based on sex is retained. The finding is in agreement with Obi (2012) in a study to examine the academic adjustment among students in Anambra State University (ANSU).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

On the basis of the findings generated from the analysis of the data, their interpretation and discussions and within the scope of the limitations underlying this study, the following summary, conclusion and recommendations are presented.

Summary

The study investigated the influence of social anxiety and self-esteem on academic adjustment of students in Edo State Polytechnic Usen. The study was meant to accomplish the following:

- ascertain the level of academic adjustment among students in Edo State Polytechnic Usen
- ascertain the level of social anxiety among students in Edo State Polytechnic Usen
- investigate the level of self-esteem among students in Edo State Polytechnic Usen
- determine the relationship between social anxiety and self-esteem on academic adjustment of students in Edo State Polytechnic Usen, based on age, sex.

In order to provide direction and sharpen the focus of this study, seven research questions were raised and four hypotheses were formulated, a descriptive survey research design was adopted, the population consisted of 1132 students which comprise of 1st and 2nd year National Diploma students, the sample of the study was made of one hundred and fourteen (114) students drawn from five departments of Edo State Polytechnic Usen, Proportionate stratified random sampling techniques was used for the sample. The instrument for the study is a questionnaire, titled: social anxiety, self-esteem and academic adjustment scale questionnaire (SASEAASP). The instruments were validated by experts, for reliability of the instruments, the data collected were analyzed using Cronbach Alpha Statistics and reliability of .637, .514 and .710 were obtained respectively which indicated that the instrument used were reliability. The data collected were analyzed using Descriptive Inferential Statistics such as Mean and Standard Deviation to answer

the research questions one to three, while Pearson Moment Correlation Statistics were used to test the hypotheses one and two, hypotheses three and four were tested using analysis of variance (ANOVA). All the hypotheses were tested at 0.05 level of significance. The study showed that the level of social anxiety and the level of self-esteem are high among students in Edo State Polytechnic Usen. The study also established that the level of academic adjustment is high among students of Edo State Polytechnic Usen.

Conclusion

Based on the findings of the study the following conclusions were made:

- That the level of academic adjustment is high among students in Edo State Polytechnic Usen
- That social anxiety is high and has a significant influence on academic adjustment of students in Edo State Polytechnic Usen.
- The research findings have established that the level of self-esteem are high among students in Edo State Polytechnic Usen.

Recommendations

Based on the findings from the study, the researcher recommended as follows:

- Promoting the participation of students with low self-esteem in social activities, collaborative work and social engagements to help them form a positive self-image.
- Holding workshops and seminars for fresh students at the beginning of each academic year, to alleviate their feeling of stress and social anxiety and to raise the level of their self-esteem.
- That applying social anxiety/psychological tests to students at different first level to address social anxiety issues.

- Encouraging students and support them from parents, other students and teachers to discuss various topics that help them develop self-express, and not to embarrass them when they make mistakes while expressing themselves or answering questions.

Contributions to Knowledge

The study has contributed to knowledge in that it has established that healthy self-esteem have been found to influence academic engagement, which in turn contributes to better academic adjustment, and that fear of negative evaluation and distress, social anxiety are predictor of a students' academic adjustment problems.

Suggestions for Further Study

The researcher suggests the following areas for further research:

- This study can be replicated by increasing the study area to cover other tertiary institutions in Edo State and other parts of the Country.
- Other studies can use large sample where National Diploma year one (ND 1), National Diploma year two (ND 2) and Higher National Diploma year one (HND 1), Higher National Diploma year two (HND 2) will constitute the sample for the study.
- The study can also be carry out in private higher institutions of learning.

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