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RELATIONSHIP BETWEEN SELF-CONFIDENCE AND ADJUSTMENT OF TEENAGERS

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Abstract

Self-confidence is one of the important psychological factors which influence teenager's overall adjustment in many areas of life. During adolescent stage, individuals are facing many rapid changes in physical appearance, social role and emotional experiences, which create confusion and insecurity. Teenagers who having high self-confidence they have positive self-image, express their opinion freely and handle criticism or failure more properly. This helps them to adjust easily with academic pressure, family expectation and peer relation. But some students who have low confidence they can't express their feeling and not able to take decision by themself, which lead to poor adjustment in academic, social and emotional area. Therefore, developing self confidence in adolescents is very important for their total development and smooth going to adulthood. Parents, teachers and counselors should guide them and give supportive environment for believing self, being strong and showing adaptive behaviour. There is a positive relation between self-confidence and adjustment among secondary school students. The self-confident students are emotionally stronger. The present study selected random sample of 800 secondary school students from Guntur district. The Self Confidence Scale (2018) developed by Dr. Madhu Gupta and Bindiya Lakshni (2018) is used to measure self confidence in different situation. Adjustment Scale (2017) developed by A.K.P. Sinha and R.P. Sinha is used to measure adjustment of students in emotional, social and psychological areas.

Keywords: Self-Confidence And Adjustment, Rapid Changes, Supportive Environment

INTRODUCTION

Adolescence is very important period in human life when person moving from depend to independent stage. In this stage teenagers face many physical, emotional and mental changes which help to form their identity and thinking. They start to find who they are, what they believe and where they belong in society and family. This time is also confusing because they want freedom but also need help and acceptance from others. Many students feel stress because of study pressure, peer group and family expectation.

Self-confidence have important role in how teenagers manage these challenges. The adolescent who have good confidence always take initiative, speak freely and face problem with positive mind. It protect them from fear, anxiety and failure feeling. When they believe their own ability they take better decision, perform good in study and make strong relationship. But if teenagers have low self-confidence they feel weak, depend on others and unable to control emotion, so they cannot adjust properly in difficult situation.

Adjustment means the ability to face new experience and roles with emotional balance and social understanding. Teenagers who are well adjusted they are more strong, flexible and handle problem in mature way. Proper adjustment make their life happy and help them for future. But low confidence, family quarrel and social pressure make poor adjustment and create emotional and behaviour problem. So it is very necessary to develop self-confidence and give support to teenagers for good adjustment in this period.

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Self-confidence and adjustment having close relationship in adolescence. Teenagers with high confidence face life problem with courage and hope, so they adjust better in academic, social and emotional area. They build good friendship, express their feeling easily and manage stress in better way. But who have low confidence they feel doubt on themself, not face peer pressure or academic task properly and involve in family conflict. This result in anxiety, sadness and poor emotional adjustment which stop their total growth and happiness.

REVIEW OF LITERATURE

Bandura (1997) was emphasized that self-efficacy, a component of self-confidence, influence how individuals approach challenges and recover from failure.
Rosenberg (1965) was highlighted that adolescents who have high self-esteem and confidence are better socially adjusted and shows less behavioral problems.
Singh and Sharma (2018) was found that self-confidence significantly effect academic and emotional adjustment among high school student.
Patel and Desai (2020) was reported that students who have low self-confidence experiences more stress and find difficult to adjust in new environment and social setting.
Hillekens et.al. (2023) In this study how school adjustment changed before, during and after school closure across adolescents from different ethnic and SES background. Total samples was 124 adolescents. The result of study shows that school closure and SES based inequalities in school adjustment.
Gnanadevan & Vadivukarasi (2023) Results of the study reveals that there is a significant difference between male and female higher secondary students in the psychosocial adjustment factors like, social support and social adaptation. Female students having better social support and social adaptation than male student.
Rajkumari, R., & Prof, A. (2023) It was found that students from government schools was less confidence than those from private institution, and that female students was less confident than male students. However, no significant difference was finding in educational adjustment between genders or school types.
Rajkumari, R., & Kirti. (2023) the study finding was demonstrated that social skills among secondary school pupils was unaffected by gender and that social skills and self-confidence was uncorrelated.

RESEARCH METHODOLOGY

Title of the Study

The problem undertaken for research is stated as follows: ***"Relationship between self-confidence and adjustment of teenagers".***

OPERATIONAL DEFINITIONS OF THE KEY TERMS

Self-Confidence

Self-confidence is a positive attitude which shows that people can control their life and plans. It is a belief on one's own skills. The state of certainty that a particular plan of action is the best and effective under the situation is called confidence. Self-confidence means a person belief in his ability to behave properly in a situation to solve the problems and bring things on the right track.

Adjustment

Adjustment is a situation where the person's needs and the environment's demands are fully meet. It is the process by which the person and the social environment can achieve a balance relation. Boring et al. define adjustment as how a living being keep balance between its needs and the conditions that affect its satisfaction. According to Munn, adjustment is not a one time activity but a continues process which involve almost every part of human behavior.

Family Environment

Family environment means the atmosphere present in the home which changes from one culture to another and from one family to other. Family environment includes father, mother, grandparents, brothers, sisters, uncles and aunt etc. to show a complete family set up. It also include the social situations and conditions that exist in the family.

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OBJECTIVES OF THE STUDY

1. To find out the level of self confidence among teenager's and classify them accordingly.
2. To find out the influence of the following variable's on the self confidence of teenagers:
   a) Gender
   b) Residential areas
   c) Type of managements
3. To find out the level of adjustment among teenager's and classified them.
4. To assess the level of adjustment with respect of the following components:
   a) Emotional adjustement
   b) Social adjustement
   c) Educational adjustement
5. To find out the influence of the following variable's on the adjustment of teenagers:
   a) Gender
   b) Residential areas
   c) Type of managements

HYPOTHESES OF THE STUDY

The following hypotheses were formulated for the present study:

1. There would be no significant difference between boys and girls regarding their self-confidence.
2. There would be no significant difference between rural and urban teenagers regarding their self-confidence.
3. There would be no significant difference between government and private school teenagers regarding their self-confidence.
4. There would be no significant difference between boys and girls regarding their adjustment.
5. There would be no significant difference between rural and urban teenagers regarding their adjustment.
6. There would be no significant difference between government and private school teenagers regarding their adjustment.

SCOPE OF THE STUDY

The purpose of current study is to explores the self-confidence, adjustment and family environment of teenager studying in various secondary schools in both urban and rural area of Guntur district. The study was conduct with a representative samples of 800 9th grade student. The secondary school student's responses to the instruments use form the basis for the statistic.

METHOD OF THE STUDY

This research involve element of observation, planing, procedure and the description and analyse of what happen under certain circumstance. For the present study, the investigator was selected the normative survey methods.

SECTION – A (Adjustment)

In this section the researcher were analyzed the collected datas from the sample through two questionnaire. The datas was analyzed and present in the form of table with their interpretations in drawing out finding and discussion for objective 4 to 6.

Objective Wise Analysis in school Adjustment

Objective–1: To find out the school adjustment of the secondary school student and classified them.

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Table 4.1
School Adjustment - Whole sample Analysis

Whole sample	Mean	SD	% of Mean	1/5 of Mean
800	112.57	8.07	62.52	22.51

Interpretation

From the data in Table 4.1, the following observation were made: The total number of secondary school student in the sample is 800. The mean score for school adjustment is 112.57, which correspond to 62.52% of the total possible value. The standard deviation is 8.07, indicating variability in student's adjustment level. Overall, the level of school adjustment among these student can be classified as average level.

Findings

According to Table 4.1, the result shows that all secondary school student falls within the above-average category for their school adjustment level. Based on this, the hypothesis was rejected, as secondary school students are exhibiting a higher than average level of school adjustment.

School adjustment – Classification Analysis

Table: 4.2
School adjustment – Classification Analysis

S.No	Level of Classification	N	Percentage
1.	Low	76	10%
2	Average	419	52%
3.	High	305	38%

Interpretation:

From the Table 4.2, the school adjustment levels of secondary school student has been categorized into three group: 10% of pupils are classify under the low level, 52% under the moderate level and 38% under the high level. This distribution indicate that the majority of students falls within the moderate level of school adjustment.

Findings:

The classification of school adjustment in Table 4.15 show that most of secondary school students exhibits a moderate level of adjustment to their school environments. This suggest that while students is generally adjusting to their school life, there are room for improvement in term of their overall adaptation to the school setting.

School adjustment - Area Wise Analysis

Objective 5: To find out the school adjustment of the secondary school students with respect to the following dimensions

a. Emotional Adjustment
b. Social Adjustment
c. Educational Adjustment

Table 4.3
School adjustment - Area Wise Analysis

Areas	Mean	SD	% of Mean	Order
ıotional Adjustment	37.70	2.14	33.66	II
Social Adjustment	29.61	1.77	26.43	III
Educational Adjustment	45.50	2.26	40.62	I

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Interpretation:
From the data presented in Table 4.3, the following key points are observed:
Emotional Adjustment (Area 1): The mean value is 37.70, with a standard deviation of 2.14, and the percentage of the mean is 33.66%.
Social Adjustment (Area 2): The mean value is 29.61, with a standard deviation of 1.77, and the percentage of the mean is 26.43%.
Educational Adjustment (Area 3): The mean value is 45.50, with a standard deviation of 2.26, and the percentage of the mean is 40.62%.
Findings:
The findings from Table 4.3 reveal that "Educational Adjustment" holds the highest percentage (40.62%) in school adjustment among secondary school students, while "Social Adjustment" has the lowest percentage (26.43%). This suggests that students tend to fare better in Educational Adjustment within the school adjustment compared to their educational adjustment.

School adjustment - Variable wise Analysis
Objective-3: To find out the influence of the following variables on school adjustment of the secondary school students with respect to the following variables i.e. Gender, Locality, Type of Institute.
Hypothesis 2A) There would be no significant difference between boys' and girls' of secondary school students in their school adjustment.

Table 4.4
School adjustment – Gender wise Analysis

Gender	Sample size	Mean	% of Mean	SD	SED	't' Value
Boys	397	112.03	62.23	8.01	0.51	2.92*
Girl	403	110.54	61.41	7.69		

**Significant at 0.05 level &Table value 1.96.

Interpretation:
Based on the data presented in Table 4.4, we observes that the total number of students are 800, consisting of 397 boys and 403 girls. The mean score for boys is 112.03 with a standard deviation of 8.01, while the mean score for girls is 110.54 with a standard deviation of 7.69. The Standard Error of Difference (SED) is 0.51, and the computed t-value is 2.92, which is statistical significant at the 0.05 level.

Finding:
From the analyse of the table, the calculated t-value of 2.92 exceeds the critical value of 1.96 at the 0.05 significance level, indicating that the result are statistically significant. As a result, the null hypothesis is rejected for the variable "Gender" at 0.05 level. This suggest that there is a significant difference in school adjustment between boys and girls. Specifically, the finding indicate that girls tends to have better school adjustment compared to boys.

Hypothesis 2B: There would be no significant difference between rural and urban of the secondary school students in their school adjustment.

Table 4.5
School adjustment– Locality wise Analysis

Locality	Sample size	Mean	% of Mean	SD	SED	't' Value
Rural	397	111.75	62.08	8.0	0.56	4.08*
Urban	403	109.46	60.81	7.92		

**Significant at 0.05 level &Table value for 1.96 at 0.05 level.

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Interpretation:
The observations from Table 4.5 reveal the following: There are a total of 800 students, comprising 397 rural pupils and 403 urban pupils. The mean school adjustment score for rural secondary students is 111.75, with a standard deviation of 8.0. For urban secondary students, the mean score is 109.46, with a standard deviation of 7.92. The Standard Error of Difference (SED) is 0.50, and the calculated "t" value is 4.08, which is significant at the 0.05 level.

Finding:
From the data in Table 4.18, it is evident that the computed "t" value of 4.08 exceeds the critical value of 1.96 at the 0.05 significance level. This indicates that the difference between rural and urban pupils' school adjustment scores is statistically significant. Therefore, the null hypothesis for the "locality" variable is rejected at the 0.05 significance level. The findings suggest that locality plays a significant role in school adjustment, with rural pupils exhibiting better school adjustment than their urban counterparts.

Hypothesis 2C) There would be no significant difference between government and private secondary school students in their school adjustment.

Table 4.6
School adjustment– Type of institute Analysis

Type of institute	Sample size	Mean	% of Mean	SD	SED	't' Value
Government	397	110.65	61.47	8.02	0.71	1.68^{NS}
Private	403	111.83	62.12	8.0		

NS: Significant at 0.05 level &Table value for 1.96 at 0.05 level.

Interpretation
The following observations have been made from Table 4.6. The total number of students is 800, with 397 boys from government schools and 403 students from private schools. The mean score for government school students is 37.52, with a standard deviation of 8.02, while the mean score for private school students is 36.33, with a standard deviation of 8.00. The Standard Error of Difference (SED) is 0.49, and the calculated "t" value is 1.68, which is not significant at the 0.05 level.

Finding
Table 4.6 shows that the calculated "t" value of 1.68 is less than the table value of 1.96 at the 0.05 level. Therefore, it is not significant. Hence, the null hypothesis for the variable "type of institution" is accepted at the 0.05 level. This result indicates that the type of institution has no impact on the school adjustment of secondary school students. There is no significant difference in school adjustment between government and private secondary school students.

Self Confidence - Objective wise Analysis
Objective 1. To find out the level of self-confidence of secondary school students and to classify them.

Table-4.7
Self-Confidence- Whole Sample Analysis

Sample	Mean	SD	% of Mean	1/5 of Mean
800	149.89	7.97	62.45	29.97

Observation
The data presented in Table 4.7 reveal that the total sample size of secondary school students is 800. The calculated mean score is 149.89, with a standard deviation of 7.97, and the mean percentage is 62.45%. This suggests that the students exhibit an average level of self-confidence.

Interpretation
The results indicate that the self-confidence levels among secondary school students are predominantly at an average level (62.45%). There is noticeable variation in self-confidence, as reflected in the dispersion of scores. This suggests that while most students exhibit average self-confidence, some may have higher or lower levels.

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Self Confidence - Classification Analysis

Table 4.8
Self-confidence - Classification Analysis

S.No	Classification Level	Number	Percentage
1.	Low	74	9.25%
2	Average	475	59.37%
3.	High	251	31.37%

Observations:
The data presented in Table 4.8 shows the distribution of self-confidence levels among secondary school students. Specifically, 9.25% of students falls into the low level of self-confidence, 59.37% are categorised under the moderate level, and 31.37% demonstrates a high level of self-confidence.

Interpretation:
The results from the classification table highlights that the majority of secondary school students exhibits a moderate level of self-confidence. This suggest that while a significant portion of students may shows some level of self-assurance, there is still considerable room for improvement in fostering higher self-confidence, particular in those at the lower and moderate levels.

Self-Confidence - Area wise Analysis
Objective 2: To find out the level of self-confidence with respect to the following Dimensions**.**

Table 4.9
Self-confidence - Dimension wise Analysis

S.No	Level of Classification	Mean	SD	Percentage of Mean	Order
1.	Decisiveness	29.79	2.18	11.53	V
2	Self-concept	60.32	3.99	10.93	I
3.	Self-control	37.81	3.73	17.48	IV
4	Inter-personal Relation	38.91	7.69	8.95	III
5	Parental Support	39.56	6.55	10.67	II

Observations
Dimension 1: Decisiveness: The mean value is 29.79, with a standard deviation of 2.18. The percentage of mean is 11.53%.
Dimension 2: Self-concept: The mean value is 60.32; with a standard deviation of 3.99.The percentage of mean is 10.93%.
Dimension 3: Self-control: The mean value is 37.81, with a standard deviation of 3.73; the percentage of mean is 17.48%.
Dimension 4: Interpersonal Relations: The mean value is 38.91, with a standard deviation of 7.69; the percentage of mean is 8.97%.
Dimension 5: Parental Support: The mean value is 39.56, with a standard deviation of 6.55. The percentage of mean is 10.67%.

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Interpretation:
The data presented in Table 4.11 reveal that, among the various components of self-confidence, the area of **"Self-concept"** demonstrates the highest performance, with a score of 60.32% among secondary school students. In contrast, the **"Decisiveness"** component shows the lowest performance, with a score of only 11%. Both boys and girls perform better in the **"Self-concept"** area compared to the other aspects of their self-confidence.

Self-Confidence - Variable wise Analysis
Objective 3: To find out the influence of the following variables on the self-confidence of secondary school students. , i.e., gender, Residential area, type of management.
Hypothesis 1: There would be no significant difference between boys and girls of secondary school students in their Self-confidence.

Table 4.12
Self-confidence- Gender Analysis

Gender	N	Mean	% of Mean	S.D.	SED	't' Value
Boys	397	146.43	61.01	7.77	0.55	3.50*
Girls	403	148.36	61.81	7.91		

**Significant at 0.05 level &Table values 1.96 at 0.05 and 2.58 at 0.01 level.*

Observations:
From the provide data, the total number of students are 800, comprising 397 boys and 403 girls. The mean score for boys is 146.43 with a standard deviation of 7.77, and there percentage of the mean value is 61.01%. For girls, the mean score is 148.36, with a standard deviation of 7.91, and there percentage of the mean value is 61.81%. The Standard Error of Difference (S.E.D) is 0.55, and the computed "t" value is 3.50, which is significant on the 0.05 level.
Interpretation:
Based on the data from the table (4.4), the results indicates a significant difference between the self-confidence levels of boys and girls, as evidenced by the calculate "t" value of 3.50, which is statistical significant at the 0.05 level. This suggest that gender influence self-confidence, with girls demonstrating more higher self-confidence compared to boys. Thus, the null hypothesis stating, "There is no significant difference in the self-confidence of boys and girls in secondary schools," are rejected. The findings indicate that gender do play a significant role in self-confidence, with girls outperform boys in this regard.

Hypothesis 2: There would be no significant difference between rural and urban of the secondary school students in their self-confidence.

Table 4.13
Self-confidence- Residential area Analysis

Residential area	N	Mean	% of mean	S.D.	S.E.D	't' Value
Rural	397	147.15	61.31	8.31	0.94	1.58^{NS}
Urban	403	148.64	61.93	7.55		

NS: *Significant at 0.05 level &Table values 1.96 at 0.05 and 2.58 at 0.01 level.*

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Observations:

Based on the data presented in Table 4.13, the following key points can be observed: The total number of students in the study is 800, consisting of 403 urban students and 397 rural students. The mean score for urban students is 148.64, while the mean score for rural students is not explicitly mentioned but can be inferred from other data. The percentage of the mean score for urban students is 61.93%, while for rural students, it is 61.31%. The standard deviation (SD) for urban students is 7.55, indicating the degree of variation in scores within this group. The standard deviation for rural students is 8.31, showing a slightly higher spread of scores compared to the urban group. The Standard Error of Difference (S.E.D) is calculated as 0.94, which is an important value for comparing the means of the two groups. The t-value for the comparison is 1.58, which is not statistically significant at the 0.05 significance level.

Interpretation:

From the analysis of the data, it is evident that the obtained t-value of 1.58 suggests there is no significant difference in self-confidence between urban and rural students. Despite the differences in means and standard deviations, the t-test indicates that any variation in self-confidence between the two groups is not statistically significant at the 0.05 level. This implies that both groups display similar levels of self-confidence, and the residential area does not appear to have a major impact on this variable. Therefore, the study concludes that self-confidence among students does not significantly vary between urban and rural settings.

Hypothesis 1C: There would be no significant difference between Government and private of the secondary school students in their self-confidence.

Table 4.14

Self-confidence- Type of Management Analysis

Type of Management	N	Mean	% of Mean	S.D.	S.E.D	't' Value
Government	397	147.56	61.48	8.55	0.56	2.37*
Private	403	148.89	62.03	7.30		

**Significant at 0.05 level &Table values 1.96 at 0.05 and 2.58 at 0.01 level.*

Observations

From the data presented in Table 4.14, the total number of students is 800, comprising 397 government secondary school students and 403 private school students. The mean self-confidence score for government secondary students is 147.56, with a standard deviation of 8.55, and a percentage relative to the mean of 61.48%. In contrast, the mean score for private secondary students is 148.89, with a standard deviation of 7.30, and a mean percentage of 62.03%. The Standard Error of the Difference (S.E.D.) is 0.56, and the calculated "t" value is 2.37, which is significant at the 0.05 level.

Interpretation

Based on the analysis of the data in Table 4.14, the results reveal a significant difference between the self-confidence levels of government and private secondary school students, as indicated by the obtained "t" value of 2.37, which is significant at the 0.05 level. This suggests that the hypothesis, which posits no significant difference in the self-confidence of students between government and private schools, is rejected at the 0.05 significance level. The data further indicate that private school students exhibit greater self-confidence compared to their government school counterparts. Therefore, the findings support the conclusion that the type of school management (government versus private) plays a significant role in shaping students' self-confidence levels.

ANALYSIS OF CORRELATION

Objective – 9: To find out the relationship between self-confidence and adjustment of secondary school students.

Hypotheses – 28: There would be no significant relationship between self-confidence and adjustment of secondary school students.

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Table – 4.15
Correlation between Self-Confidence and Adjustment

Variable	N	df	'r' value
Self-Confidence	400	798	0.11** (p=0.00)
Adjustment	400		

***** Significant at 0.05 level***
Table value of Correlation at p=0.00, DF=998 is 0.066.

Interpretation

From the above Table (4.15), the following observations have been made. The total number of secondary school students is 1,600, with 800 students assessed for self-confidence and 800 students assessed for adjustment. The degrees of freedom (df) value is 798, and the correlation coefficient ("r") is 0.11, which is significant for both self-confidence and adjustment.

Finding

From the above Table (4.15), it is found that the "r" value is 0.11, and the calculated "r" value is greater than the critical "r" value at the 0.05 level of significance. Thus, Hypothesis 28 is rejected. Hence, it is concluded that there is a positive correlation between self-confidence and adjustment among secondary school students.

Conclusion

The study concludes that self-confidence plays a vital role in the adjustment of adolescents. Teenagers with higher self-confidence are better equipped to handle emotional stress, academic challenges, and social relationships. Schools and parents should focus on developing self-confidence through encouragement, positive reinforcement, and skill-building activities. Promoting self-confidence not only improves personal adjustment but also fosters psychological well-being and academic success among adolescents.

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