



EXPLORING THE SELF-CONFIDENCE OF TEENAGER'S ADJUSTMENT AND FAMILY ENVIRONMENT

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Abstract

The present study investigates the relationship between teenagers' self-confidence, their social and emotional adjustment, and the influence of family environment. Adolescence is a critical period marked by rapid physical, emotional, and cognitive changes, which can significantly impact self-perception and adjustment in various contexts. A sample of 800 secondary school students was surveyed using standardized measures of self-confidence, adjustment, and family environment. The findings indicate a significant positive correlation between self-confidence and family support, as well as a moderate association between self-confidence and overall adjustment. Implications for educational and family interventions are discussed. 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. Family Environment Inventory (2017), Developed by Dr. Shallo Saini and Dr. Pariminder Kaur, this tool evaluates the quality and characteristics of an individual's home environment, focusing on aspects such as family dynamics, educational support, and physical surroundings.

Keywords: - Self-Confidence, Adjustment and Family environment, Teenagers

INTRODUCTION:-

Adolescence is a critical developmental stage marked by rapid physical, cognitive, and emotional changes. During this period, teenagers begin to form their identity, question norms, and establish independence from their family. This transitional phase can be accompanied by uncertainties and challenges, as adolescents navigate new social roles, academic pressures, and peer expectations. How they perceive themselves and their ability to handle these challenges largely depends on their level of self-confidence, which influences decision-making, risk-taking behaviors, and overall mental health.

Self-confidence is a vital component in adolescent development, as it shapes the way young individuals approach challenges and setbacks. Adolescents with high self-confidence are more likely to take initiative, persevere in the face of difficulties, and develop resilience. Conversely, low self-confidence can lead to self-doubt, avoidance behaviors, and increased vulnerability to stress and social anxiety. Therefore, fostering self-confidence during adolescence not only supports immediate adjustment to social and academic demands but also lays the groundwork for long-term psychological well-being.

The family environment plays a fundamental role in nurturing both self-confidence and adjustment skills in teenagers. Supportive families that provide emotional warmth, consistent guidance, and open communication create a secure base for adolescents to explore their identity and navigate challenges. In contrast, families marked by conflict, neglect, or rigid expectations can undermine self-esteem and hinder healthy adjustment. Parental involvement, encouragement, and modeling of positive coping strategies are especially influential in shaping adolescents' self-perception and social competencies.

The interplay between self-confidence, adjustment, and family environment highlights the importance of a holistic approach to adolescent development. A teenager's ability to adapt to school demands, peer pressure, and social expectations is closely linked to both internal self-belief and external support structures. Research indicates that adolescents with supportive family environments often demonstrate higher self-confidence, better stress management, and more adaptive



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coping mechanisms. Understanding these relationships can help educators, counselors, and parents identify at-risk adolescents and implement strategies that enhance both self-confidence and adjustment skills.

Promoting positive family interactions and fostering self-belief can empower teenagers to face the challenges of adolescence more effectively. Interventions that focus on strengthening these areas have the potential to improve emotional regulation, social functioning, and overall mental health, ultimately guiding adolescents toward a smoother transition into adulthood. By recognizing and addressing these interrelated factors, society can contribute to nurturing resilient, confident, and well-adjusted young individuals.

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.

Rosenberg, 1965; Eccles & Wigfield, (2002) Adjustment refers to the ability to adapt to environmental and social demands, including academic challenges, peer relationships, and emotional regulation. Studies show that adolescents with high self-confidence are more resilient to stress and exhibit adaptive adjustment behaviors.

Baumrind, 1991; Steinberg, (2001) Family environment plays a crucial role in shaping adolescents' personality traits and psychological well-being. Supportive parenting, emotional warmth, and effective communication correlate with higher self-confidence and better adjustment. Conversely, neglect, overcontrol, or inconsistent parenting may hinder self-confidence and contribute to maladjustment.

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

"Exploring the self-confidence of teenager's adjustment and family environment".

Operational Definitions of the Key Terms

The operational definitions of the essential terms used in the present study are discussed here:

Self-Confidence

Self-confidence is a positive attitude characterized by the belief that individuals can control their lives and plans. It is a trust in one's own skills. "The state of certainty that a particular plan of action is the most effective given the circumstances" is



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referred to as confidence. Self-confidence refers to a person's belief in their ability to behave effectively in a situation in order to overcome difficulties and achieve desired outcomes.

Adjustment

Adjustment is defined as a situation in which an individual's demands, on the one hand, and the environment's demands, on the other hand, are fully met. It is the process by which the individual and the objective or social environment achieve a harmonious relationship. Boring et al. define adjustment as the way a living organism maintains a balance between its needs and the circumstances affecting their fulfillment. According to Munn, adjustment is a continuous process of addressing one's needs rather than a one-time event, involving practically all aspects of human conduct.

Family Environment

Family environment refers to the climate prevailing in the home, which varies across cultures, societies, and families. It includes members such as father, mother, grandparents, siblings, uncles, aunts, and others to denote the complete family structure. It also involves the social circumstances prevailing within the family.

Secondary School Students

Students studying in the IX standard are referred to as secondary school students.

Objectives of the Study

The objectives of the present study entitled "Exploring the Self-Confidence, Adjustment, and Family Environment of Teenagers" are as follows:

1. To find out the level of self-confidence among teenagers and classify them accordingly.
2. To find out the influence of the following variables on the self-confidence of teenagers:

1. Gender
2. Residential area
3. Type of management
4. Type of school
5. Medium of instruction
6. Parental occupation
7. Family structure
8. Siblings
9. Parental education

3. To find out the level of adjustment among teenagers and classify them.
4. To assess the level of adjustment with respect to the following components:

- a. Emotional adjustment
- b. Social adjustment
- c. Educational adjustment

5. To find out the influence of the following variables on the adjustment of teenagers:

1. Gender
2. Residential area
3. Type of management
4. Type of school
5. Medium of instruction
6. Parental occupation
7. Family structure
8. Siblings



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9. Parental education

6. To find out the level of the home environment of teenagers and classify them.
7. To assess the level of the with respect to the following components:
 1. Control
 2. Protectiveness
 3. Conformity
 4. Social isolation home environment
 5. Reward
 6. Deprivation of privileges
 7. Nurturance
 8. Rejection
 9. Permissiveness
 10. Punishment
8. To find out the influence of the following variables on the home environment of teenagers:
 1. Gender
 2. Residential area
 3. Type of management
 4. Type of school
 5. Medium of instruction
 6. Parental occupation
 7. Family structure
 8. Siblings
 9. Parental education
9. To find out the relationship between self-confidence and adjustment among teenagers.
10. To find out the relationship between self-confidence and the home environment of teenagers.
11. To find out the relationship between adjustment and the home environment of teenagers.

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 residential and non-residential teenagers regarding their self-confidence.
5. There would be no significant difference between Telugu and English medium teenagers regarding their self-confidence.
6. There would be no significant difference between teenagers with different parental occupations (professional/non-professional) regarding their self-confidence.
7. There would be no significant difference between joint and nuclear family teenagers regarding their self-confidence.



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8. There would be no significant difference between teenagers with siblings ('YES') and without siblings ('NO') regarding their self-confidence.
9. There would be no significant difference between the educational qualifications of parents (below X, X to intermediate, intermediate to graduation, above graduation) regarding their children's self-confidence.
10. There would be no significant difference between boys and girls regarding their adjustment.
11. There would be no significant difference between rural and urban teenagers regarding their adjustment.
12. There would be no significant difference between government and private school teenagers regarding their adjustment.
13. There would be no significant difference between residential and non-residential teenagers regarding their adjustment.
14. There would be no significant difference between Telugu and English medium teenagers regarding their adjustment.
15. There would be no significant difference between teenagers with different parental occupations (professional/non-professional) regarding their adjustment.
16. There would be no significant difference between joint and nuclear family teenagers regarding their adjustment.
17. There would be no significant difference between teenagers with siblings ('YES') and without siblings ('NO') regarding their adjustment.
18. There would be no significant difference between the educational qualifications of parents (below X, X to intermediate, intermediate to graduation, above graduation) regarding their children's adjustment.
19. There would be no significant difference between boys and girls regarding their home environment.
20. There would be no significant difference between rural and urban teenagers regarding their home environment.
21. There would be no significant difference between government and private school teenagers regarding their home environment.
22. There would be no significant difference between residential and non-residential teenagers regarding their home environment.
23. There would be no significant difference between Telugu and English medium teenagers regarding their home environment.
24. There would be no significant difference between teenagers with different parental occupations (professional/non-professional) regarding their home environment.
25. There would be no significant difference between joint and nuclear family teenagers regarding their home environment.
26. There would be no significant difference between teenagers with siblings ('YES') and without siblings ('NO') regarding their home environment.
27. There would be no significant difference between the educational qualifications of parents (below X, X to intermediate, intermediate to graduation, above graduation) regarding their children's home environment.
28. There would be no significant relationship between self-confidence and adjustment among teenagers.
29. There would be no significant relationship between self-confidence and the home environment of teenagers.
30. There would be no significant relationship between adjustment and the home environment of teenagers.

Variables of the Study

A variable is anything that can change or vary. It refers to measurable characteristics of objects, events, things, or beings. Variables are a prerequisite for conducting comparative research. The following variables are considered in this study:

Dependent Variables:

1. Self-confidence
2. Adjustment



3. Home environment

Independent Variables:

1. Gender: Boys/Girls
2. Residential area: Rural/Urban
3. Type of management: Government/Private
4. Type of school: Residential/Non-residential
5. Medium of instruction: Telugu/English
6. Parental occupation: Professional/Non-professional
7. Family structure: Joint/Nuclear
8. Siblings: Yes/No
9. Parental education: Below X, X to intermediate, intermediate to graduation, above graduation

Scope of the Study

The purpose of the current study is to explore the self-confidence, adjustment, and family environment of teenagers studying in various secondary schools in both urban and rural areas of the Guntur district. The study was conducted with a representative sample of 800 9th-grade students. The secondary school students' responses to the instruments used formed the basis for the statistics.

Method of the Study

This research involves elements of observation, planning, procedure, and the description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

ANALYSIS OF CORRELATION

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.

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.

Self Confidence - Objective wise Analysis

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

Table-4.2

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 4.2 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.

Objective Wise Analysis in Home Environment

Objective- 6. To find out the level of home environment of secondary school students and to classify them.

Table 4.3

Family Environment - Whole Sample Analysis

Whole	Mean	S.D	% of Mean	1/5 of Mean
800	162.45	19.02	72.70	32.49

Observation

From the data, it is observed that the total number of students is 800. The mean value is calculated to be 162.45, with a standard deviation of 19.02. The percentage of the mean value is 72.70, and one-fifth of the mean value is 32.49. These figures suggest that the overall family environment of the students is categorized as above average.

Interpretation

The results indicate that the family environment of secondary school students is above average, suggesting that students are generally experiencing a supportive and conducive home environment.

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.



Table – 4. 4

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 (4.4), the following aspects have been made. The total number of secondary students is 1600. The secondary students from Self-Confidence are 800, and the second student from Adjustment is 800. The df value is 798, and The "r" value is 0.11, significant for both self-confidence and adjustment.

Finding

From the above table (4.4), it is found that the "r" value is 0.11, and the calculated 'r' value is greater than the table value of "r" at a 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 of secondary school students.

Discussion

The positive correlation between self-confidence and adjustment among secondary school students. Self-confident students tend to be more emotionally resilient. They are better at coping with the stressors of school life, such as academic pressures, social challenges, or extracurricular activities. This resilience allows them to adjust more effectively to their environment. Students with high self-confidence are often more comfortable interacting with peers and teachers. This leads to better social adjustment, as they are more likely to form positive relationships, participate in class discussions, and engage in school activities. Self-confident students are more likely to set goals and take initiative in their academic and personal growth. Their belief in their ability to succeed encourages persistence, even when faced with obstacles, allowing for smoother adjustment to the demands of school. Confidence can enhance a student's belief in their academic abilities, which, in turn, can lead to better study habits, more participation in learning activities, and improved academic performance. A student who feels confident in their abilities may find it easier to adjust to the academic expectations of secondary school. When students are confident, they are more likely to feel that they belong within the school environment. This sense of belonging can significantly improve their adjustment, as they feel supported and integrated into the school community. In summary, self-confidence fosters a positive attitude towards challenges, increases social engagement, motivates academic success, and helps students develop a strong sense of belonging all of which are key components of successful adjustment in secondary school.

Objective10: To find out the relationship between elf-confidence and the home environment of secondary school students.

Hypothesis 29: There would be no significant relationship between self-confidence and the home environment of secondary school students.

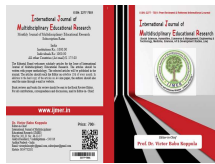
Table –4.5

Correlation between Self-Confidence and the Home Environment

Variable	No	df	'r' value
Self-Confidence	800	798	0.04 ^{NS} (p=0.00)
Home Environment	800		

NS: Not Significant at 0.05 level

Table value of Correlation at p=0.00, DF=998 is 0.066.



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Interpretation

From the above table (4.5), the following aspects have been made. The total number of secondary school students is 1600. The student from Self-Confidence is 800, and the student from Home Environment is 800. The “df” value is 798, and the “r” value is 0.04, not significant for both self-confidence and the home environment of secondary school students.

Finding

From the above table (4.5), it is found that the “r” value is 0.04 the calculated ‘r’-value is less than the table value of “r” at a 0.05 level of significance. Thus, hypothesis - 5 is accepted. Hence, it is concluded that there is no correlation between self-confidence and the home environment of secondary school students.

Discussion

The lack of correlation between self-confidence and the home environment of secondary school students could be due to a variety of factors: While the home environment plays a significant role in a student's development, there are other influential factors like peer relationships, school environment, extracurricular activities, and personal experiences that may have a stronger impact on self-confidence. Every student is unique, and they may respond differently to their home environment. For example, some students may thrive in a challenging or unsupportive home environment, while others might struggle despite having a supportive home life. The home environment is not just one factor, but a mix of elements (parental involvement, socioeconomic status, family dynamics, etc.). The interplay of these elements can be complex, and it may not always result in a clear correlation with self-confidence. Secondary school is a time of transition, and the school environment might have a more direct influence on self-confidence than the home environment. Positive school experiences, such as supportive teachers or involvement in activities, can contribute more to a student's self-esteem than the home setting. Students may perceive their home environment differently. A supportive home might not always translate into higher self-confidence if the student has doubts about their abilities, faces bullying, or experiences other challenges outside the home. Students may experience societal pressures, expectations, or norms that influence their self-confidence regardless of their home environment. For example, the emphasis on academic performance, physical appearance, or social success could overshadow any influence the home environment has. In conclusion, while the home environment is important, it may not always directly correlate with self-confidence in secondary school students due to the complex nature of individual development and the multiple factors that contribute to self-esteem.

Objective10: To find out the relationship between adjustment and the home environment of secondary school students.

Hypothesis 30: There would be no significant relationship between adjustment and the home environment of secondary school students.

Table – 4.6

Correlation between Adjustment and the Home Environment

Variable	N	df	‘r’ value
Adjustment	800	798	0.21* (p=0.00)
Home Environment	800		

**** Significant at 0.05 level**

Table value of Correlation at p=0.00, DF=998 is 0.066.

Interpretation

From the above table (4.6), the following aspects have been made. The total number of secondary school students is 1600. The secondary school students from School Adjustment are 800, and the secondary school students from Home Environment are 800. The ‘df’ value is 798, and the ‘r’-value is 0.21, significant for both adjustment and the home environment of secondary school students.



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Finding

The above table (4.6) shows that the “r” value is 0.21. The calculated ‘r-value is greater than the table value of ‘r’ at a 0.05 level of significance. Thus, hypothesis - 30 is rejected. Hence, it is concluded that there is a positive correlation between adjustment and the home environment of secondary school students.

Discussion

The positive correlation between adjustment and the home environment of secondary school students can be explained through several key factors: A positive home environment typically means strong, supportive family relationships. When students feel emotionally supported and valued at home, they are more likely to develop healthy coping strategies for dealing with challenges, both at school and in life. This emotional stability contributes to better overall adjustment. A nurturing home environment often provides students with the encouragement and motivation to succeed.

Parents who value education and provide resources, such as time for studying or access to learning materials, help foster better academic and personal adjustments in school. Students who experience a safe, peaceful, and stable home life are less likely to experience emotional distress, anxiety, or other psychological barriers that could hinder their adjustment to school. A calm and supportive home environment gives students a sense of security that allows them to focus on their studies and social interactions without fear or distraction. When parents are actively involved in their children's lives, particularly in school-related activities and decision-making, students are more likely to feel understood and supported. This involvement helps students navigate the demands of school life and make positive adjustments to their academic and social environments.

A positive home environment can model healthy behavior, such as time management, problem-solving, and emotional regulation. These skills are crucial for adapting successfully to the challenges that arise in school, thus fostering better adjustment. In short, a positive home environment provides the emotional, psychological, and practical support needed for students to navigate the various demands of secondary school life, leading to better overall adjustment.

DISCUSSION

The study highlights that self-confidence plays a pivotal role in the adjustment of adolescents, influencing their ability to navigate social, emotional, and academic challenges effectively. Teenagers who possess higher self-confidence tend to exhibit stronger coping strategies, greater resilience, and a more positive outlook on personal and academic growth. A supportive family environment is identified as a key factor in nurturing this self-confidence, as parents and caregivers provide emotional backing, model constructive behaviors, and encourage open communication. These findings reinforce previous research emphasizing that nurturing family relationships and parental involvement are essential for enhancing adolescents’ self-perception and adaptive skills. Consequently, a collaborative effort between schools and families is necessary to create environments that foster self-confidence, resilience, and overall adjustment, equipping teenagers with the tools needed for healthy development and lifelong success.

Recommendations:

School Interventions:

- Schools should implement self-confidence-building programs, including workshops, peer mentoring, and leadership training.
- Incorporate social-emotional learning (SEL) curricula to help students develop coping strategies, resilience, and interpersonal skills.
- Encourage extracurricular activities such as sports, arts, and clubs that provide opportunities for mastery and recognition.



Parental Support:

- Parents should foster open communication, emotional warmth, and consistent support to enhance adolescent self-confidence.
- Engage in positive reinforcement by acknowledging achievements and effort rather than only outcomes.
- Model adaptive coping and problem-solving strategies to guide adolescents in managing challenges.

Community and Peer Support:

- Encourage mentorship programs within the community to provide adolescents with role models outside the family.
- Promote peer support groups where adolescents can share experiences and develop mutual encouragement.

Mental Health Awareness:

- Schools and communities should provide access to counseling and mental health resources to address low self-confidence or adjustment difficulties.
- Organize awareness programs to reduce stigma associated with seeking psychological help.

Policy and Program Development:

- Educational policymakers should integrate family and school-based interventions that target self-confidence and adjustment skills.
- Allocate resources for training teachers and parents on adolescent psychological development.

Future Research Directions:

- Future research could examine longitudinal effects of family environment on adolescent development.
- Investigate the combined impact of school, family, and community interventions on long-term adolescent adjustment and well-being.
- Explore cultural, socioeconomic, and gender differences in self-confidence development and family influence.

CONCLUSION

Self-confidence plays a pivotal role in adolescents' overall adjustment, influencing how they navigate social, emotional, and academic challenges. Teenagers with higher self-confidence are more likely to approach new experiences with a positive mindset, take initiative in problem-solving, and develop resilience in the face of setbacks. This inner belief in their abilities helps them manage stress, form healthier peer relationships, and adapt effectively to the demands of adolescence. Without adequate self-confidence, adolescents may struggle with self-doubt, social withdrawal, or academic underperformance, highlighting the importance of nurturing this trait during these formative years.

A supportive family environment amplifies the positive impact of self-confidence on adolescent adjustment. Families that provide emotional support, open communication, and encouragement foster a sense of security and belonging, which reinforces teenagers' belief in their capabilities. Interventions that focus on both building self-confidence in adolescents and strengthening family support systems such as parent training, counseling, and mentorship programs can significantly enhance psychological well-being. Such initiatives not only improve adolescents' coping strategies and



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resilience but also promote better academic performance, social skills, and long-term mental health outcomes, creating a solid foundation for successful transition into adulthood.

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