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# ADJUSTMENT AND SELF CONFIDENCE AMONG SECONDARY SCHOOL STUDENTS

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## ABSTRACT

To find out how secondary school pupils adapt to academic success and self-confidence, this research was conducted. The researchers used a descriptive survey strategy. Adjustment was seen as a determinant, whereas academic achievement and self-confidence were viewed as independent factors. Teachers' assistance, students' relationships with their classmates, and parents' engagement in the transition process were all investigated. To further understand the impact of micro-level characteristics across schools, residential areas, grade levels, and gender, items within measures were also analysed individually for a second analysis. According to the findings, the most significant factors impacting school adjustment are kids' self-confidence, their willingness to put out effort to advance academically, and the support of their instructors. According to the findings, there is a large adjustment gap between male and female students in upper secondary school, with female students doing better than male students.

### Introduction

Self-confidence is defined as the conviction in one's own power and abilities. A person's behaviour and personality are both determined by their level of self-confidence. Self-assurance is a positive personality attribute. It aids in the development of personal integrity and brings about personal fulfilment. Self-integrity refers to the unity or harmony between your real self (who you are) and your ideal self, while self-fulfilment is meeting all of your own requirements. Self-assurance is a sign of hidden strength. It is a way of thinking that encourages people to be optimistic while yet being realistic about their circumstances. When a person feels confident in themselves, they have faith in their skills and talents, and they feel in control of their

life. They also think that they can accomplish their goals and expectations. Success is linked to having a high level of self-confidence. Belief and confidence in your ideas are crucial for moving up the career ladder, but keep in mind that confidence develops with achievement. Self-confidence is a multifaceted concept. To various individuals, it has a distinct connotation. In other words, it may be defined as "trust or solid confidence in one's own abilities," while some use the term "Self-reliance," and yet others use the term "bossiness." Self-Belief goes much beyond these definitions.

Secondary school students come from a wide range of socioeconomic and family backgrounds. Students develop a wide range of behavioural systems, some helpful to others and others harmful, via a variety of socialization tactics and the sheer influence of their peers. Unless they are forced to adjust/adapt to school rules and norms, they may show these behaviours at school. They will be able to do this by making adjustments in their educational setting. Students lose antisocial behaviours that impede the development of interpersonal relationships among themselves and between students and teachers as a result of the school adjustment. Pro-social behaviours, such as helping others, may help students stay on track in school, which will lead to better grades and a more positive school climate. Student behaviour may be brought into line with school standards with the aid of school adjustment. It helps children deal with the difficulties and pressures of school life and academic pursuits. School adjustment aids kids psychologically in coping with the high demands and pressures of school and the outside world, as well as their own aspirations, needs, and conflicts.

Scholastic accomplishment or academic attainment are terms used often to describe success in an educational setting. As "Measures of motivation", "Level of desire," etc., the phrase "scholastic accomplishment" refers to different characteristics of learning. Chaplin (1965) defines educational or academic performance as a set degree of competency in academic work as judged by the instructor, standardized examinations or a combination of both, in his Dictionary of Psychology (1965). When it comes to education, academic performance is defined by test scores or grades issued by instructors or both, according to the Dictionary of Education. Self-confidence is a mindset that helps people to have a positive outlook on life while yet being grounded in reality. Individuals with high levels of self-confidence have faith in their own skills, feel in control of their life, and know that they will be able to do everything they set their minds to. Good psychological adjustment, happiness, and successful functioning are all dependent on a person's level of self-confidence. Self-confidence is a phrase that describes how someone feels about themselves. Children who have a positive self-image are self-assured, academically competent, and have positive relationships with their parents and classmates. Those who have poor self-esteem are more likely to be afraid to say anything controversial or unconventional for fear of being ridiculed. Students' future success is heavily reliant on their ability to believe in themselves. Confidence in one's own abilities and abilities of others is a crucial part of one's personality. Students may overcome obstacles in the individual, social, intellectual, and educational sectors if they have self-confidence. The purpose of this research is to examine the relationship between students' levels of self-confidence and their academic achievement. Self-confidence helps students become more self-aware and improves their academic performance.

**Literature Review**

George P. Ballane (2019) On the ACT Engage test, students at a New Jersey private high school showed poor academic self-confidence when compared to other indications. Using this qualitative case study, the researchers hoped to learn more about the attitudes and behaviours of a diverse group of college students in regards to their academic achievement and self-confidence. According to the findings, academic performance was shown to be impacted by students' and instructors' assessments of self-confidence. Self-efficacy and attribution theories developed by Weiner and Bandura led the investigation. Specifically, the researchers wanted to know about three things: students and instructors' assessments of academic self-confidence, and whether or not it had an influence on students' grades. In two focus groups using a semi-structured focus group guide, data were gathered from a sample of ten sophomore students and ten sophomore instructors. A theme analysis framework developed by Clarke and Braun was used to examine the data.

Shreedha Vyas (2021) The goal of this research is to see how kids from urban and rural schools in the Bhavnagar area of Gujarat adapt to new environments. Change in behaviour or thought is what we call an adjustment. When a biological body adjusts, it does so in order to keep things in perspective and preserve equilibrium. Age, gender, class, and kind of school are some of the factors used in the research of adjustment (social, academic, and emotional). Children from government and private schools in the urban and rural areas of Gujarat's Bhavnagar district were randomly recruited for the research, which included 100 students (50 males and 50 girls). For this study, researchers used the Adjustment Inventory for School Students (AISS)-ss English edition, a standardized questionnaire created by Patna, Bihar, India professors A.K.P. Sinha and R.P. Singh. 'Yes' or 'no' answers were required for the quiz questions Each factor's impact on adjustment variables was examined using the collected data. The data was collected using an adjustment scale developed by A.K.P., Sinha, and R.P. Singh. It was shown that school children's adjustment is mostly influenced by school characteristics such the class in which they are enrolled, the medium of instruction used in the classroom, and the management style used at the school. Measures of adjustment to the school environment, self-motivation, relationships with peers, teacher assistance, and parental engagement in adjustment were also investigated. -. To further understand the impact of micro-level characteristics across schools, residential areas, grade levels, and gender, items within measures were also analysed individually for a second analysis. There were findings indicating that kids' self-motivation to work hard for academic advancement and assistance from instructors had the greatest impact on school transition. According to the findings, there is a large adjustment gap between male and female students in upper secondary school, with female students doing better than male students.

Dr. Nimisha Beri, (2020) An organism's connection to its environment may be described as being adjusted if it is both satisfying and in tune. The abilities required for good interpersonal functioning are referred to as social competence. Attainment success and fulfilling all of our life's goals are what motivate us to achieve more in our daily lives. In this research, descriptive survey methods and stratified sampling were utilized to gather relevant and reliable data. A total of 478 seniors from local high schools were included in the research. According to the study's findings, senior

secondary school students had the lowest levels of desire for academic success, average social competence, and very poor family, health, social, and emotional adjustment. There was a statistically significant difference between the sexes, types of schools, and locations in Adjustment and Social Competence and Achievement Motivation. Students from public high schools were more motivated to succeed academically than those from private institutions. Students from urban high schools scored better on tests of social competence than students from rural high schools. The correlation between adjustment and social competence and accomplishment motivation was not identified, and achievement motivation had only a little impact on adjustment.

POOJA BHAGAT (2017) The study's goal was to discover the link between high school students' self-esteem and academic success. A total of 391 secondary school students from government and private schools in Jammu district participated in the research. For this study, researchers drew on data from the 1977 Self-esteem Inventory, created by M.S. Prasad and G P Thakur. The gathered information was examined using Pearson's product moment correlation analysis (r). The study's findings revealed a strong link between high levels of positive self-esteem and kids' academic performance in secondary school. There was a strong link between men's favourable self-perception and their academic success. There was a strong link between low academic success and having a poor self-perception. There was a connection between academic performance and women's favourable self-perception, but it was not statistically significant. Students' academic performance and poor self-image had a slight but statistically significant positive association.

Mahender Reddy Sarsani (2007) Individuals' personalities are shaped in part by their self-perception and ability to adapt. Self-concept is a psychological concept that describes how a person sees or perceives himself. In other words, it describes how a person sees oneself or her talents, position, and duties in the outside world as well as his or her beliefs, emotions, attitudes, and values. Another method of looking at one's self-concept is via the lens of self-esteem. A good self-concept is associated with high self-esteem, while a negative self-concept is associated with poor self-esteem. Children should be encouraged to accomplish their best since life is a series of gradual adjustments. The goal of education is to mold a child's character and prepare them for a changing world. Unsuitable adjustment leads to maladaptation. The researcher attempted to examine students' self-perceptions and current adjustment issues in relation to their gender and educational setting. The association between learners' self-concept and their adjustment issues has also been studied further. For this study, researchers used a normative survey approach. A random sample of 120 students from Warangal City was used to choose the participants. According to the findings, there were no significant differences in self-concept and adjustment between males and girls, but there was a difference between pupils from private and public schools. The pupils' self-concept and adjustment have a negative correlation coefficient of —0.70, which is significant at the level of 0.05. It shows that high self-concept scores are often accompanied with poor adjustment scores, and vice versa.

### Research Methodology
The current study made use of a descriptive survey methodology. Random sampling was used to choose 200 girls from senior secondary schools in Uttar Pradesh's Jaunpur

and Azamgarh districts (100 from each district). Using simple random sampling, 25 girls were chosen from each school, for a total of 100 girls selected from public and private schools in each district. Data was collected using two psychological tests: "Self-Confidence Inventory" by Rekha Agnihotri (2002) and "Parental Encouragement Scale" by Dr. Kusum Agarwal (1999). T-Test was used to compare means, whereas correlation was used to examine the link between students' self-confidence and parental encouragement.

**Data Analysis**

Table 1 Difference among male and female students in the level of Achievement Motivation

| Gender | N | Mean | SD | t | p Value | Remarks |
|--------|-----|--------|--------|-------|---------|-------------|
| Male | 232 | 102.86 | 23.514 | 2.417 | 0.016 | Significant |
| Female | 246 | 108.15 | 24.282 | | | |

P < 0.05≠Ho          P≥0.05=Ho

Table 1 compares the mean accomplishment motivation scores of students from various schools. The difference in accomplishment motivation between male and female students is significant when testing for difference in means (p=0.016, t value = 2.417). In compared to male students (mean=102.86, SD= 23.514), female students had a greater degree of success motivation (mean=108.15, SD= 24.282). The change may be attributed to the fact that ladies today are more aspirational about the future. This study goes against Ahluwalia's (1985) assertion that gender has no impact on pupils' levels of desire for academic accomplishment.

Table 2 Difference in the level of Achievement Motivation of Rural and Urban Senior Secondary School Students

| Locale | N | Mean | . Deviation | T | P Value | Remark |
|--------|-----|--------|-------------|------|---------|-------------|
| Rural | 245 | 108.94 | 28.595 | .163 | .002 | Significant |
| Urban | 233 | 102.05 | 17.412 | | | |

P < 0.05≠Ho          P≥0.05=Ho

Table 2 shows the disparity in accomplishment motivation between urban and rural schools. Students from urban and rural areas have substantially different motivation for academic achievement (p=0.02 0.05, t = 3.163). Student accomplishment motivation was greater in rural schools (mean= 108.94, SD= 28.595) than in urban schools (mean= 102.05, SD= 17.412) based on the mean value. The aforementioned result might be explained by the fact that rural pupils also desire to do well in school and then relocate to cities, thus their drive for academic success is considerable.

Table 3 Difference in the Level of Achievement Motivation of Private and Government senior Secondary School Students.

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| Type of School | N | Mean | d. Deviation | T | Value | Remark |
|---|---|---|---|---|---|---|
| Private | 235 | 103.40 | 14.238 | 1.959 | .51 | significant |
| Government | 243 | 107.70 | 30.551 | | | |

P < 0.05≠Ho  P≥0.05=Ho

Table 3 indicates the disparity between the mean scores of private and public schools in terms of their drive for academic accomplishment. Using the t-test, there is no statistically significant difference in accomplishment motivation between students in private schools and public schools.

Table 4 *(I)Results Pertaining To Differences In Self-Confidence Of Girls' Studying In Government And Private Schools*

| Variable | Govt. Schools | | Private Schools | | T- Value |
|---|---|---|---|---|---|
| Self Confidence | Mean | SD | Mean | SD | 2.47* (0.05) |
| | 28.55 | 7.61 | 25.54 | 9.47 | |

Self-confidence scores and standard deviations for girls in public and private schools are shown in Table 4. The 0.05 level of statistical significance was found for the T-value for female self-confidence. As a result of the above discussion, it can be concluded that girls attending private schools had higher levels of self-confidence than those attending public schools. There is no significant difference in the self-confidence of senior secondary girls studying in government schools and private schools, hence the hypothesis fails to be accepted.

For the mean adjustment scores of male and female secondary school pupils in Table-4, t-value 13.32 is significant at the threshold of 0.05. There is a significant difference between the mean adjustment scores of female and male secondary school pupils (16.37 vs. 16.30). (10.51). Vandana (2013) found that female students had a higher adjustment level than male students, which is supported by the current data.

In hypothesis testing, inferential statistics are crucial in determining whether or not a null hypothesis can be rejected. A two-way factorial (2 x 2) analysis of various variables was used for the current investigation (Table 5). t – values are used to evaluate a variety of null hypotheses, as shown in Table 6.

Table 3. (a)Summary of two way ANOVA for family adjustment

| Source of variation | SS | df | MS | F ratio |
|---|---|---|---|---|
| A (Gender) | 197.62 | 1 | 197.62 | 4.80* |
| B (Residence) | 118.53 | 1 | 118.53 | 2.87 |

| | | | | |
|---|---|---|---|---|
| A × B | 2.11 | 1 | 2.11 | 0.051 |
| Within group | 19252.41 | 467 | 41.22 | |

*= Significant at 0.05 level

Table 5. (b) Summary of two way ANOVA for school adjustment

| Source of variation | SS | df | MS | F ratio |
|---|---|---|---|---|
| A (Gender) | 437.66 | 1 | 437.66 | 12.17** |
| B (Residence) | 72.11 | 1 | 72.11 | 2.00 |
| A × B | 58.44 | 1 | 58.44 | 1.62 |
| Within group | 16786.99 | 467 | 35.95 | |

** = significant
at 0.01          level

Table 5. (c) Summary of two way ANOVA for peer adjustment

| Source of variation | SS | df | MS | F ratio |
|---|---|---|---|---|
| A (Gender) | 109.39 | 1 | 109.39 | 3.34 |
| B (Residence) | 91.88 | 1 | 91.88 | 2.82 |
| A × B | 188.90 | 1 | 188.90 | 5.80* |
| Within group | 15200.62 | 467 | 32.55 | |

*= Significant at 0.05 level

Table 5. (d) Summary of two way ANOVA for overall adjustment

| Source of variation | SS | df | MS | F ratio |
|---|---|---|---|---|
| A (Gender) | 1985.90 | 1 | 1985.90 | 11.28** |
| B (Residence) | 79.63 | 1 | 79.63 | 0.45 |
| A × B | 397.46 | 1 | 397.46 | 2.25 |
| Within group | 82193.21 | 467 | 176.00 | |

** = Significant at 0.01 level

Table 6. Determination of t-value

| Dimension | Pair of comparison | N | Mean difference | t-value |
|---|---|---|---|---|
| Family adjustment | Girls vs Boys | 471 | 1.17 | 1.97* |
| | Rural vs Rural | 471 | 0.81 | 1.36 |
| School adjustment | Girls vs Boys | 471 | 1.78 | 3.21** |
| | Rural vs Rural | 471 | 0.48 | 0.85 |

| | | | | |
|---|---|---|---|---|
| Peer adjustment | Girls vs Boys | 471 | 1.13 | 2.25** |
| | Rural vs Rural | 471 | 0.95 | 1.79 |
| Overall adjustment | Girls vs Boys | 471 | 3.89 | 3.18** |
| | Rural vs Rural | 471 | 0.16 | 0.13 |

*= Significant at 0.05 level and ** = significant at 0.01 level

From Table 4, we can see that the average adjustment ability test scores for urban and rural students are 30.22 and 29.41 correspondingly when it comes to family adjustment. As shown in Table 5(a), the F value was 2.87, which is not statistically significant at the threshold of significance of 0.01. The t-critical ratio between urban and rural areas is determined to be 1.36, which is not statistically significant at the 0.01 level (see Table 6). H1 is now considered valid in light of the aforementioned information. According to Kaur and Parmar's research, these conclusions are correct. There is a 33.25-point difference in the mean adjustment ability test scores of urban and rural students in terms of adjusting to school life. As shown in Table 5(b), the F value for residence is 2.00, meaning it is not statistically significant at the smallest possible significance level. Table 6 further shows that the t-critical ratio between urban and rural areas is 0.85, which is not statistically significant at the level of 0.01 (the smallest significance level). H 2 is now acceptable in light of the information presented above. Kaur's research back up this conclusion.

There is a significant difference in the mean test results between urban and rural students when it comes to adjusting to their peers. The ANOVA result (Table 5.c) shows a F value of 2.82, which is not statistically significant at the.01 level. The t-critical ratio between urban and rural areas is found to be 1.79 in Table 6, and this too is not statistically significant at the 0.01 level. H 3 is now acceptable in light of the information presented above. The results of Velmirugan and Balakrishnan, Kaur, Parmar confirm this conclusion. Rural and urban kids do not vary considerably in peer adjustment. Children's socialization is almost same in both urban and rural home environments. Learning social adjustment is beneficial in any sort of context.

For students in urban and rural areas, the mean adjustment ability test scores are 89.76 and 89.61, respectively. At a 0.05 significance level, the ANOVA result (Table 5.d) shows a F value of 2.25, which is not statistically significant. The t-critical ratio between urban and rural areas is determined to be 0.13 in Table 6, and it is likewise not significant at the.01 level, as can be shown. H4 is now considered valid in light of the aforementioned information. This means that housing has no effect on the pupils' ability to adapt. Eljo, Parmar and Kaur's results back up this conclusion, although it is not quite in line with Ambedkar's. Parents in both urban and rural settings are equally concerned with teaching their children how to adapt to various aspects of life. So rural and urban kids have experienced the same degree of adjustment. The ANOVA results in Table 5(a) demonstrate a significant difference in mean adjustment ability test scores between students of different sexes, i.e. boys and girls, when it comes to family adjustment at the 0.05 level (F = 4.80). Table 3 shows that the mean acquired score for females (30.36) is higher than the mean obtained score for boys (29.20), with a

difference of 1.16 points. Table 6 further shows that the 't' value is 1.97, which is significant at 0.05 levels.

## Conclusion

The ability to adapt is critical for a child's growth and development. They are still figuring out their position in society as secondary school students, and this is a perilous time for them. They need their ability to adapt the most at this point in their life. Researchers found that secondary school pupils' adaptations differed significantly depending on their academic performance. In order to assist them improve their adjustment, efforts should be made to help them enhance their academic accomplishment. There is evidence that female secondary school pupils are less well-adjusted than their male peers. Women are seen as being more sensitive than men. In order to help them handle their difficulties and become better adjusted, they should be provided with more possibilities and an environment where they may openly express their feelings and wants. Guidance and counselling services on how to become well-adjusted should be offered to them. In addition, conferences and seminars should be held in all educational establishments to educate students on the many methods of adjusting their behaviour. Parents should also assist their children in adjusting to society's shifting requirements. This study's results reveal considerable gender inequalities among secondary school pupils, but no differences were observed in terms of where they live. There seems to be an urgent need to address the situation as these variations are extremely significant for gender in all adjustment domains, i.e., family, peer and societal adjustment. This necessitates urgent effort by academics, policymakers, families, and all other interested parties to develop ways to help secondary school children with their transition abilities.

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