

Self – Confidence and Emotional Adjustment of Higher Secondary Students

U.V. AJITHA KUMARI

*Assistant Professor in English,
Immanuel Arasar College of Education, Nattalam, Marthandam.*

T. MALLIKA

*M. Ed Scholar,
Immanuel Arasar College of Education,
Nattalam, Marthandam, Kanyakumari District.*

An attempt was made through the present study to focus on the Self-Confidence and Emotional Adjustment of higher secondary students. The sample consists of 200 higher secondary school students in and around Kanyakumari district. Random sampling technique was adopted for selecting the sample. Self-Confidence and Emotional Adjustment scale was used to collect the data. The result obtained discloses that there is a significant positive relationship between the students' Self-Confidence and Emotional Adjustment.

Keywords: Confidence, Adjustment Emotions Adolescents and Environment.

Introduction

Education is the complete development of individuality of the child, so that he can make his original contribution to human life according to his best capacity. -T.P. Nunn It can also argued that a life experience without self-confidence leads a person to miss out on valuable opportunities think about the people in your life who exhibit quality self-confidence. These people are generally found to be around possess, many friends successful in their choice of career. Emotional adjustment is an important task because, adjustment during emotions lead to a normal behaviour, whereas maladjustment leads to abnormal behaviour. Emotions are described as the prime movers of behaviour. These stirred up states are store houses of energy, which may work for both intense vigour and efficiency and strong disruption of mental life. There are many instances where even highly intelligent people fail to manage their emotions and some average intelligent persons manage their emotions effectively and harmoniously.

Need and Significance of the Study

Self-confidence is the key to success or we can say first step to success. If a person has self-confidence he has won half the battle. The people who have self - confidence at work,

school, and in their daily life always appear on top of world. Everything seems to go right for these people and they always seem to present themselves as calm, collected and successful in everything they do. If you pay attention, you might notice that these self-confident people usually are successful in every area of their lives.

The reality is that none of these things are true. Self-confident people understand the impact of believing in themselves and relying on their abilities. Adolescents in secondary schools are often subjected to a highly stressful environment, pressure to excel an academic and school performance pressure to select career option, parental expectations, choice of subjects, and emotional and psychological stress, proper and constructive counseling is inevitably essential to lesson unnecessary emotional constraints. So this study is an attempt to identity the Self - Confidence and adjustment.

Objective of the study

- To find out the significant difference between the self – confidence of male and female higher secondary students.
- To find out the significant difference between the self – confidence of rural and urban higher secondary students.
- To find out the significant difference between the Emotional Adjustment of male and female higher secondary students.
- To find out the significant different between the Emotional Adjustment of rural and urban higher secondary students.
- To find out the significant relationship between self – confidence and Emotional Adjustment of higher secondary students.

Hypotheses of the study

- There is no significant difference between the self – confidence of male and female higher secondary students.
- There is no significant difference between the self – confidence of rural and urban higher secondary students.
- There is no significant difference between the Emotional Adjustment of male and female higher secondary students.
- There is no significant different between the Emotional Adjustment of rural and urban higher secondary students.
- There is no significant relationship between self – confidence and Emotional Adjustment of higher secondary students.

Method Used for the Present Study

The investigator has used survey method to study the relationship between the Self-Confidence and Emotional Adjustment of higher secondary Students.

Population & Sample

Population for the present study comprises of higher secondary school students from various Schools in Kanyakumari District. The sample of the present study consists of 200 Higher Secondary Students from ten Schools.

Description of the Tool & Data Collection

In the present study in order to find out the higher secondary students the investigator collected information regarding self-confidence from various sources like internet, journal, books etc. Totally 86 questions were prepared. According to the suggestion given by the experts few questions were excluded and finally 56 questions were selected. The emotional adjustment scale which was developed P.S. Asmi by Mrs. R. Rekha. The data collected were scored in systematic way by using a scoring key for the Emotional Adjustment scale 1.0 was given for the positive items, and 0.1 for the negative items.

Procedure of Data Collection

Data were collected from 200 Higher Secondary school students. For this purpose, the investigator visited 10 higher secondary schools in K.K. District. A report was established with the subjects in advance before the administrations of the response sheets were collected from the respondents after marking the responses.

Differential Analysis Hypothesis Testing

Ho1: There is no significant difference between the self-confidence of male and female higher secondary students.

Table: 1

Significance difference between the self-confidence of higher secondary students based on their gender

Variable	Gender	N	Mean	S.D	t-Value	P-Value	Remarks (5%level)
Self confidence	Male	84	80.88	7.029	0.739	0.391	N.S
	Female	116	80.45	6.255			

From the table 4.4.1 it is clear that the P – value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female higher secondary students in their self-confidence.

Ho2: There is no significant difference between the self-confidence of rural and urban higher secondary students.

Table: 2

Significance difference between the self-confidence of higher secondary students based on their locality

Variable	Locality	N	Mean	S.D	t-Value	P-Value	Remarks (5%level)
Self confidence	Rural	82	79.94	5.966	1.464	.228	N.S
	Urban	116	81.11	6.955			

From the table 4.4.2 it is clear that the P – value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between the localities of higher secondary school students in their self-confidence.

Ho3: There is no significant difference between the Emotional Adjustment of male and female higher secondary students

Table: 3

Significance difference between the Emotional Adjustment of higher secondary students based on gender

Variable	Gender	N	Mean	S.D	t-Value	P-Value	Remarks (5%level)
Emotional Adjustment	Male	84	36.58	7.131	0.076	0.783	N.S
	Female	116	34.78	6.749			

From the table 4.4.12 it is clear that the P – value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female of higher secondary school students in their Emotional Adjustment.

Ho4: There is no significant difference between the Emotional Adjustment of rural and urban higher secondary students.

Table: 4
Significance difference between the Emotional Adjustment of higher secondary students based on locality

Variable	Locality	N	Mean	S.D	t-Value	P-Value	Remarks (5%level)
Emotional Adjustment	Rural	82	36.62	6.951	0.244	0.622	N.S
	Urban	118	34.79	6.881			

From the table 4.4.13 it is clear that the P – value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between rural and urban of higher secondary school students in their Emotional Adjustment.

Ho5: here is no significant relationship between self – confidence and Emotional Adjustment of higher secondary students.

Table: 5
Correlation between Self Confidence and Emotional Adjustment of Higher Secondary students

Category	number	r	level of significance
Self-confidence and emotional adjustment	200	0.375	NS

As it is shown in the above table self-confidence and emotional adjustment of higher secondary school students are positively correlated and significant at 0.05 level. The relationship between the variable may be described as low.

Findings

- There is no significant difference in the self – confidence of male and female higher secondary students.
- There is no significant difference in self – confidence of rural and urban higher secondary students.
- There is no significant difference Emotional Adjustment of male and female higher secondary students.
- There is no significant different Emotional Adjustment of rural and urban higher secondary students.

- There is no significant relationship between self – confidence and Emotional Adjustment of higher secondary students.

Interpretation

This may be due to the fact that the present student community that they are well in their studies and various education related activities so as scoring very high scores in examinations whereas they are very poor to interact with human beings especially in the public society. Hence the teacher of the schools should think of introducing various activities here and there in between syllabus related teaching learning process in order to enhance the level of self-confidence and emotional adjustment of higher secondary students. No, significant difference was found in the self-confidence of higher secondary students based on gender and locality. No, significant difference was found in the emotional adjustment of higher secondary students based on gender and locality. Relationship analysis of data clearly revealed that there is significant positive exist between the self-confidence and emotional adjustment of higher secondary students. It reflected that self-confidence and emotional adjustment of higher secondary students are the part of our behavior and confined to one part of life as dealing with the society and others.

Suggestions for Further Study

Following are the suggestions given by the investigator for the benefit of the future researchers.

- Self- confidence of student teachers can be studied in relation with emotional adjustment.
- Emotional adjustment of various levels of education such as higher secondary school students and college students can be studied collectively.
- A comparative study can be conducted on the self-confidence and emotional adjustment of various professionals such as teachers. It professional and various officers.
- Sam type of study can be conducted by increasing the number of samples by covering other districts also.
- Social intelligence and life skills of teachers at various levels.
- Self-confidence and emotional adjustment of students at various levels of education

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