

## A Study on the Psychological Impact on Higher Self-Confidence of Adolescents

<sup>1</sup>Monika Agarwal & <sup>2</sup>Dr. Santosh

<sup>1</sup>Research Scholar, OPJS University Churu, Rajasthan (India)

<sup>2</sup>Assistant Professor, OPJS University Churu, Rajasthan (India)

---

### ARTICLE DETAILS

#### Article History

Published Online: 20 February 2019

#### Keywords

Psychological, Higher Self Confidence, Adolescents, urban and rural adolescents, academic achievement.

---

### ABSTRACT

The present study was undertaken to investigate the Self-Confidence and academic achievement of urban and rural adolescents, and to examine the gender differences in Self-Confidence and academic achievement. Self-Confidence was measured by Self-Confidence questionnaire and academic achievement was measured by academic school records. The findings indicated that there were no significant differences with regard to Self-Confidence of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on Self-Confidence as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

---

### 1. Introduction

Self-Confidence continues to be one of the most commonly research concepts in social psychology. Teachers, administrators and parents are commonly concerned about student's Self-Confidence. Its significance is often exaggerated to the extent that low Self-Confidence is viewed as the cause of all evil and high Self-Confidence as the cause of all good. Self-Confidence is associated with depression, anxiety, motivation and general satisfaction with one's life. Given these associations, children and adolescents who lack self-esteem may be more dependent on their parents and have lower academic and vocational goals. Moreover the belief is widespread that raising an individual's Self-Confidence (especially that of a child or adolescent) would be beneficial for both the individual and society as a whole. Self-Confidence can be defined as an individual's attitude about him or herself, involving self-evaluation along a positive negative dimension. Most generally Self-Confidence refers to an individual's overall positive evaluation to the self. It is composed of two distinct dimensions, competence and worth. The competence dimension (efficacy based Self-Confidence) refers to the degree to which people see themselves as capable and efficacious. The worth dimensions (worth based Self-Confidences) refer to the degree to which individuals feel they are the persons to be valued. In the words of Nathaniel Branden, (1992) Self-Confidence is the disposition to experience oneself as competent to cope with the basic challenges of life and as worthy of happiness. Similarly, has defined Self-Confidence as the experience of being capable of meeting life challenges and being worthy of happiness. Academic achievement is considered as a key criterion to judge one's total potentialities and capabilities. Therefore it is more pressing for the individuals/ students to have high academic achievement. The term achievement refers to the degree or the level of success attained in some specific school tasks especially scholastic performance, in this sense academic achievement means the attained ability to perform school tasks, which can be general or specific to a given

subject matter. Academic achievement could be defined as self-perception and self-evaluation of one's objective academic success. Academic achievement generally indicates the learning outcomes of pupil. Achievement of those learning outcomes requires a series of planned and organized experiences. Good has defined, academic achievement as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or by both? Consequently, academic achievement could be defined as self-perception and self-evaluation of one's objective success.

During the last three decades, the general trend in the research literature suggests that certain types of socio-cultural environments are generally associated with lower level of aspiration, language deficiencies and minimal occupational and social adjustment. DuBois, Burk, Braston, Swenson, Tevendale and Hardesty (2002) revealed that environment has been shown to play important role in determining trajectories of adolescent's Self-Confidence. Researchers have noted the particular vulnerabilities of rural youth, who tended to more isolated and have to fewer educational, recreational and other public health resources. In addition, relative to urban and suburban communities, rural settings are characterized by greater isolation, fewer educational and public health resources, and higher levels of poverty. This, in turn, may lead lower a aspiration, Self-Confidence, self-concept and fewer opportunities for success. Devi and Prashani (2004) reported that pupils staying in rural area generally suffer from social and cultural deprivation in comparison with urban pupils. There are indications from research that the environment plays a determining role student in Self-Confidence. Student come from urban environment are found to be superior as compared to the students from the urban environments. The important social changes in the adolescents included increased peer group influence, more mature patterns of social behavior new social groupings and social acceptance. For the proper development of child, organized and effective environment in the family and his social world are pre-requisites. An absence

of these means in deprived environment affects their mental health.

## 2. Development of self-confidence

Students frequently display a decline in Self-Confidence during elementary school and the transition to middle level. This decrease represents an adaptive reaction to the overly positive self-perceptions that are characteristic of childhood. Young children tend to overestimate their competence because they lack the cognitive maturity to critically evaluate their abilities and to integrate information from multiple sources. As students develop, they better understand how others view their skills and better distinguish between their efforts and abilities. As a result, their self-perceptions become increasingly accurate. As students transition from middle level to high school, their Self-Confidence gradually grows. Increasing freedom allows adolescents greater opportunities to participate in activities in which they are competent, and increased perspective-taking abilities enable them to garner more support from others by behaving in more socially acceptable ways.

## 3. Self-confidence and self-consciousness

Adolescence is a transition period accompanied by physical, psychological, and social changes that cause emotional awakening, and thus it is a time when emotion regulation is the most challenging [1,2]. Emotional experience in this period is stronger than in any time in life. Emotional control at this time is related to social and emotional development, academic achievement, attention-concentration, prosocial behavior, problem-solving ability, interpersonal quality, and physical health [3], and its problem is linked to maladaptive behaviors and maladjustment [4].

Emotion is one of determinants of Self-Confidence. In particular, the specificity of adolescents' attachment to parents and peers plays an important role in forming teenagers' Self-Confidence [5]. Adolescents with high Self-Confidence have positive feelings about their lives such as cheerfulness, vigor, sense of security, confidence in the future, and realistic expectation of self, whereas those with low Self-Confidence often feel emotionally depressed [6]. Self-Confidence is crucial to individuals' psychological well-being, and the level of Self-Confidence can affect individuals' sense of happiness in their lives [7].

It has been considered that Self-Confidence has a consistent influence on the identity styles [8]. Ideal Self-Confidence can be achieved through personal and subjective experiences, not by success in an external domain in which the eye of others is conscious [9]. In terms of social identity theory, an individual's healthy Self-Confidence derives from the harmonious perception of independent personal self and interdependent self [10]. Self-Confidence is closely related to human relationships, and varies depending on how likely it is that one is rejected by another [11]. People with high Self-Confidence tend to make interpersonal relationships more pleasant by making cognitive beneficial interpretations even under negative circumstances, whereas those with low Self-Confidence are more likely to misinterpret events and to negatively affect the formation of interpersonal relationships [12].

Given that emotion provides crucial information about the significance of social situations [13], being aware of one's own and others' emotions is essential for adapting to a social environment. Emotion awareness is the ability to recognize and appreciate the importance of emotions in oneself and others [14], and involves a willingness to face one's own and others' emotions. The ability to interpret and regulate one's own emotions is an important factor in social adaptive behaviors [16]. The ability to accurately perceive and respond to others' emotions including facial expressions is also crucial for social adaptation and interpersonal relationships. Individuals with a clear perception of emotion tend to be more active in seeking social support and more satisfied with universal life. On the contrary, those who lack emotion awareness show more internalization problems such as depression and somatization.

The relationship between emotion and Self-Confidence has been an interesting subject in the studies of the interpersonal relationships. For example, self-face evaluation and Self-Confidence show a closely interrelated relationship, which was mediated by the posterior cingulate cortex and ventral tegmental area. In a previous study that examined eye movement to identify the effects of Self-Confidence on face recognition, individuals with high Self-Confidence paid more attention to self-face, whereas those with low Self-Confidence paid more attention to others. In addition, it has been shown that emotion dysregulation mediates the association of low Self-Confidence level with physical aggression, anger, and hostility. While most of these previous studies have focused on emotional recognition or regulation, the effects of Self-Confidence on self-consciousness have not been sufficiently studied yet.

Self-consciousness refers to the extent to which people direct attention inward or outward and is an important behavioral determinant of social interaction. Previous studies have shown that negatively valenced appearance is related to increased self-consciousness. The level of self-consciousness is closely related to satisfaction of the interpersonal relationship and the relationship between perceived norms and addictive behavior. Self-consciousness has been considered to have three prominent facets: private/public aspects, adaptive/maladaptive applied characteristics, and present/past experiences. In particular, private self-consciousness is a tendency to introspect and examine one's inner self and feelings, whereas public self-consciousness is an awareness of the self as it is viewed by others. Facial expressions provide the most prominent clues about the emotional state of others, and people use facial expressions to adjust their behavior and determine their attitudes toward others. Therefore, facial expressions can be a useful tool for the exploration of private and public self-consciousness.

## 4. Psychological Assessments

The Beck Depression Inventory (BDI), the Satisfaction with Life Scale (SWLS), and Basic Psychological Needs Scale (BPNS) were assessed to examine the level of depression, life satisfaction, and self-determination (autonomy, competence, and relatedness), respectively. The NEO Personality Inventory (NEO-PI-R) was applied to evaluate five personality traits (extroversion, agreeableness, openness, neuroticism, Conscientiousness). Meanwhile, to confirm that there is no

group difference in the level of intelligence, the Raven's Progressive Matrices (RPM) was assessed.

## 5. Behavioral Tasks

We developed a self-consciousness task for eye-movement tracking, in which an experimental stimulus of each trial was comprised of 6 strangers' faces (Figure 1). The faces were those of happy male, disgusted male, angry male, happy female, disgusted female, and angry female, which were placed in a hexagonal position. They were presented for 5 seconds, and then replaced with boxes in the same position. The boxes were presented for 2 seconds for participants to respond using a corresponding button in the keyboard

following the instruction. A fixation cross was followed for the stimulus interval of 0.5 seconds. There are two experiments according to the instructions, which were "Choose which picture resembles the most closely your usual facial expression" in the experiment 1 and "Choose which picture resembles the most closely others' usual facial expression toward you" in the experiment 2. Participants' task was to select one of the faces by pressing the corresponding button. An experiment consisted of twenty trials of 7.5 seconds, taking a total of 150 seconds. The position of the faces was randomly arranged in the series of trials. The face stimuli used in the task were selected from the Korean Facial Expressions of Emotion.

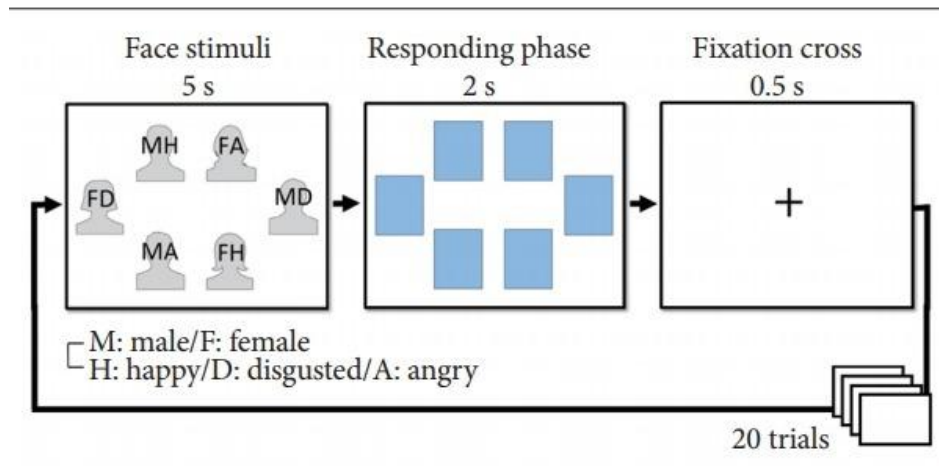


Figure 1. Behavioral task procedure

## 6. Conclusion

From the above results we can conclude that no significant differences were found with regard to Self-Confidence of urban and rural adolescents; significant differences were found in academic achievement between urban and rural adolescents such as urban adolescents significantly higher on academic achievement than rural

adolescents; significant differences were found with regard to Self-Confidence between male and female. Male adolescents scored significantly higher on Self-Confidence than female adolescents; and significant differences existed in academic achievement between male and females. Females were found better than males.

## References

- Hare TA, Tottenham N, Galvan A, Voss HU, Glover GH, Casey B. Biological substrates of emotional reactivity and regulation in adolescence during an emotional go-nogo task. *Biol Psychiatry*. 2008;63:927–934. [PMC free article] [PubMed] [Google Scholar]
- Silk JS, Steinberg L, Morris AS. Adolescents' emotion regulation in daily life: Links to depressive symptoms and problem behavior. *Child Dev*. 2003;74:1869–1880. [PubMed] [Google Scholar]
- Repetti RL, Taylor SE, Seeman TE. Risky families: family social environments and the mental and physical health of offspring. *Psychol Bull*. 2002;128:330–366. [PubMed] [Google Scholar]
- Cole PM, Martin SE, Dennis TA. Emotion regulation as a scientific construct: methodological challenges and directions for child development research. *Child Dev*. 2004;75:317–333. [PubMed] [Google Scholar]
- Sadovnikova T. Self-Confidence and interpersonal relations in adolescence. *Procedia Soc Behav Sci*. 2016;233:440–444. [Google Scholar]
- Rogers CR. Toward a science of the person. *J Humanist Psychol*. 1963;3:72–92. [Google Scholar]
- Furnham A, Cheng H. Perceived parental behaviour, Self-Confidence and happiness. *Soc Psychiatry Psychiatr Epidemiol*. 2000;35:463–470. [PubMed] [Google Scholar]
- Soenens B, Berzonsky MD, Papini DR. Attending to the role of identity exploration in Self-Confidence: longitudinal associations between identity styles and two features of Self-Confidence. *Intern J Behav Dev*. 2016;40:420–430. [Google Scholar]
- Kernis MH. Toward a conceptualization of optimal Self-Confidence. *Psychol Inq*. 2003;14:1–26. [Google Scholar]
- Markus HR, Kitayama S. Culture and the self: implications for cognition, emotion, and motivation. *Psychol Rev*. 1991;98:224–253. [Google Scholar]
- Leary MR, Tambor ES, Terdal SK, Downs DL. Self-Confidence as an interpersonal monitor: the sociometer hypothesis. *J Pers Soc Psychol*. 1995;68:518–530. [Google Scholar]

12. Murray SL, Holmes JG, Collins NL. Optimizing assurance: the risk regulation system in relationships. *Psychol Bull.* 2006;132:641–666. [[PubMed](#)] [[Google Scholar](#)]
13. Barrett LF, Gross J, Christensen TC, Benvenuto M. Knowing what you're feeling and knowing what to do about it: mapping the relation between emotion differentiation and emotion regulation. *Cogn Emot.* 2001;15:713–724. [[Google Scholar](#)]
14. Rieffe C, Oosterveld P, Miers AC, Terwogt MM, Ly V. Emotion awareness and internalising symptoms in children and adolescents: the Emotion Awareness Questionnaire revised. *Pers Indiv Differ.* 2008;45:756–761. [[Google Scholar](#)]
15. Ochsner KN, Gross JJ. The cognitive control of emotion. *Trends Cogn Sci.* 2005;9:242–249. [[PubMed](#)] [[Google Scholar](#)]
16. Lopes PN, Salovey P, Cata S, Beers M. Emotion regulation abilities and the quality of social interaction. *Emotion.* 2005;5:113–118. [[PubMed](#)] [[Google Scholar](#)]
17. Lopes PN, Brackett MA, Nezlek JB, Schatz A, Sellin I, Salovey P. Emotional intelligence and social interaction. *Pers Soc Psychol Bull.* 2004;30:1018–1034. [[PubMed](#)] [[Google Scholar](#)]
18. Pinkham AE, Penn DL. Neurocognitive and social cognitive predictors of interpersonal skill in schizophrenia. *Psychiatry Res.* 2006;143:167–178. [[PubMed](#)] [[Google Scholar](#)]
19. Pennebaker JW, Zech E, Rimé B. Disclosing and Sharing Emotion: Psychological, Social, and Health Consequences. In: Stroebe MS, Hansson RO, Stroebe W, Schut H, editors. *Handbook of Bereavement Research: Consequences, Coping, and Care.* Washington DC: American Psychological Association; 2001. [[Google Scholar](#)]
20. Swinkels A, Giuliano TA. The measurement and conceptualization of mood awareness: monitoring and labeling one's mood states. *Pers Soc Psychol Bull.* 1995;21:934–949. [[Google Scholar](#)]