

Coping Strategies for Improving Self-Confidence among Adolescents

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ABSTRACT

Self-confidence is the perception that you will achieve success in a particular circumstance or perhaps at a particular job. Your child's self-confidence is connected to their self-confidence, which is feeling very good about yourself and feeling you are a worthwhile person. Nevertheless, having high self-confidence does not mean you constantly feel sure. Self-confidence is able to change throughout daily life, especially during major life changes like adolescence. It is believed that up to half of adolescents will have difficulty with confidence levels that are low during the first adolescent years. Self-confidence will help teenagers make secure, educated decisions. In this paper the SPSS was used to analyze the quantitative data collected. Descriptive statistics were conducted for demographic variables, self-confidence and coping. Pearson r correlation analysis was used to assess the relationship between self-confidence and coping.

1. Introduction

Adolescents are the future subjects of a nation. They establish a broad assembling just as vulnerable or one of a kind hazard social events of our gathering. Adolescents are the best asset of the country. They are needed to grasp certain conduct standards for the blend of the overall population. These estimates change somewhat from convictions to convictions and from human advancement to development. Yet at the same time generally they are the significant regulators that screen the adolescent towards the social and a long way from threatening to social lead. Youthful a great time is of wonderful essentialness and is depicted by perpetual and stand-out issues. Because of globalization, the nature and number of challenges have ended up being still more stood out from the bygone eras. Family, which expects an indispensable part in the identity improvement of youths, is encountering essential, excited and association changes. Pre-adulthood is a temporary period of physical and mental human improvement that occurs among adolescents and adulthood. This advancement incorporates natural, social, and mental identity, showed up as an aspect of their identity ascribes. Adolescent's period is connected with extraordinary changes in state of mind sometimes known as emotional scenes. Mental, excited and attitudinal changes which are typical for immaturity routinely occur in the midst of this period, and this can be an explanation behind hardship, stress and trouble on one hand and constructive identity enhancement for the other. Since the youngsters are experiencing diverse strong subjective and physical changes, thusly proper course at this crucial time of life is even more basic for improving their constructive self-thought, upgrading their understanding and capacities in essential authority, bargain and exhibited this is the most responsive a great time and it is in the midst of as of now the fundamental foundation is laid for ideal progression of an individual identity. The state of mind which an adolescent holds towards himself especially those managing confidence and self-esteem expect a basic part in the progression of his identity. It has been battled that the adolescent's self-confidence and his enlightening achievement in school are not free wonder. These are affected by a part of the segments like

school and family circumstances and furthermore level of parent association. Self-confidence is an essential factor for achievement. It goes probably as a foundation for the improvement of people. Accomplishment in any field generally endless supply of self-confidence of a man People having high self-confidence face the difficulties undauntedly and play out their work in hopeful manner.

1.1 Self-Confidence among adolescent

'Confidence' originates from the Latin language, 'to trust'. Self-confidence is only trust in oneself. While a great many people for the most part consider self-esteem and self-confidence as two names for something very similar this is false. There is an unpretentious contrast between them. Self-confidence can allude to how we feel about ourselves and our capacities though self-esteem alludes straightforwardly to whether we acknowledge and esteem ourselves. Self-confidence and self-esteem don't generally go connected at the hip. Specifically, it is conceivable to be exceptionally self-associate but then to have significantly low self-esteem Bandura (1986) stated "self-confidence as one of the most powerful inspirations and controllers of conduct in individuals' regular daily existences". Self-sure individuals are commonly surer and have faith in their capacities, while low self-sure individuals regularly have negative considerations about us and our own capacities. This prompts a descending twisting of under-accomplishment and disillusionment. Low self-confidence can bring about timidity, correspondence troubles, social tension, and absence of self-assuredness perceiving the degree of confidence of an individual can help in general development and achievement in his/her life which brings joy and satisfaction.

2. Objectives:

1. To study the level of self confidence among adolescents
2. To analyze the correlation between coping and self-confidence in adolescent students

3. Review of literature

M. Minev (2018) Self-esteem is a general assessment of the individual's worth, communicated in a positive or negative direction towards himself. Its development begins from birth and is continually changing affected by experience. Particularly significant is simply the job esteem during the time spent youth. During this period, it relates with both scholastic accomplishment and emotional well-being. The point of this examination is to dissect the connection between's scholastic accomplishment and self-esteem among teenagers. Forty 14-year-old students (20 boys and 20 girls) with magnificent, excellent and great outcomes in school were analyzed. Self-Esteem Scale (RSE) (2) the investigation results show that girls have essentially more negative attitudes towards themselves ($x = 32.25$) contrasting and boys ($x = 25.14$). These outcomes uphold the requirement for additional examination to investigate how individual and relevant components influence the development of self-esteem over the school years.

Edwads, Emily et al., (2015) recommended that listening cognizance aptitudes, along with an attention to different transporters of significance, are integral to the development of etymological self confidence. For this student, a recurrent association between L2 self – confidence, WTC, and L2 capability was clear. These discoveries have suggestions for language instructors, giving significant bits of knowledge into the way that basic events and decisions in the members learning excursion may add to the development of self-confidence.

Giulia Savarese (2013) the point of this exploration is to investigate how the encounters and portrayals of self-esteem connect with clinical indications, just as explicit non-practical adapting procedures so as to defeat challenges in the development of self-rule and decision-making. Information show that the adapting assets of individuals are coordinated more towards the Self than towards the social, now and again even as far as distraction with the Self and social detachment. Low self-esteem has connections with somatization. It is particularly in the female gender and is identified with a picture of Self that isn't positive.

Perez (2012) planned to decide gender differences in different parts of mental prosperity among Filipino understudies. A sum of 588 undergrads from different schools in the Philippines partook in this undertaking (males= 110; females = 478). The members finished eight scales estimating various parts of mental well-being. Gender differences were found in terms of every day profound experience, father relationship, peer relationship, independence, positive relations with others, and reason throughout everyday life. No gender differences were found in the parts of constructive outcome, negative impact, mother relationship, instructor relationship, ecological dominance, self-awareness, and self-acknowledgment keeping in see the above writing one may now continue towards the issue and speculations

D. little Flower (2012) directed an examination on "An investigation of creativity of higher secondary school students corresponding to certain chose factors". The example comprised of 800 higher secondary school students concentrating in puducherry instructive region of puducherry state. The outcome indicated that self confidence of the whole example of the higher secondary school students is normal. There no critical difference among male and female, hindu,

Christian and muslim, self life partner, government helped and government, provincial and metropolitan higher secondary school students concerning their self confidence.

4. Methodology

A cross-sectional research design was adopted for the study. This was an English medium school with a population of two thousand children. This school caters to students coming from many different strata of the society, namely, economically rich or poor; socially well-placed or ordinary and of many different religious and cultural leanings. This enabled the investigator to have a heterogeneous sample. All adolescents between the ages of 12-18, studying in class VIII and IX, in the four sections of the school were selected for the study. A random selection was done and 60 students from each class, a total number of 100 students were selected with the help of lottery system, who had given consent and who also had parental consent for the study. This included both boys and girls of class VIII and IX. A test was conducted for all of them on self-confidence and coping styles.

4.1 Instrumentation

The demographic characteristics measured were age, gender, class, religion, ethnicity, and their socio-economic status. Rosenberg Self-confidence Scale (Morris Rosenberg 1965) is a 10-item self-report measure of global self-confidence. It consists of 10 statements related to overall feelings of self-worth or self-acceptance. The items are answered on a four-point scale ranging from 1 (strongly agree) to 4 (strongly disagree). A sample item was: "I feel that I have a number of good qualities." Higher scores reflect a higher self-confidence. Brief COPE (Carver, 1997) was used to assess coping using a 4-point scale ranging from 1 (I have not been doing this at all) to (I have been doing this a lot). Coping types included self- distraction, active coping, denial, substance use, emotional support, instrumental support, behavioural disengagement, venting, positive reframe, planning, humour, acceptance, religion, and self-blame. A sample item was: "I've been turning to work or other activities to take my mind off things." The items of brief COPE are an abbreviated version of the COPE inventory.

4.2. Data Analysis

The SPSS was used to analyse the quantitative data collected. Descriptive statistics were conducted for demographic variables, self confidence and coping. Pearson r correlation analysis was used to assess the relationship between self confidence and coping.

5. Findings

5.1 Socio-Demographic characteristics of the respondents

Table 1: Socio –demographic information of the respondents (N=100)

| Variables | Categories | N | % | Mean Age | SD |
|-----------|------------|----|----|----------|----|
| Gender | Male | 41 | 41 | | |
| | Female | 59 | 59 | | |
| Education | Class VIII | 47 | 47 | | |
| | Class IX | 53 | 53 | | |
| Religion | Hindu | 94 | 94 | | |
| | Muslim | 5 | 5 | | |

| | | | | | |
|------------------------------|------------|----|----|-----------|-------------|
| | Christian | 1 | 1 | 12 | 0.72 |
| Ethnicity | Tribal | 2 | 2 | | |
| | Non-tribal | 98 | 98 | | |
| | | | | | |
| Staying with Parents | Yes | 98 | 98 | | |
| | No | 2 | 2 | | |
| Socio-economic status | Low | 3 | 3 | | |
| | Middle | 96 | 96 | | |
| | High | 1 | 1 | | |
| Age | | | | | |

As can be seen in the table given above the respondents' mean age was 12 years and over half of the respondents (59%) were females, and fewer than half (41%) were males. The large proportion of respondents belongs to Hindu religion (94%) and fell in middle class socio- economic status and the vast majority of them were non-tribal (98%) who stayed with their parents.

5.2 Respondents' perceived self confidence

Table 2: Self-confidence score of the respondents N=100

| Variables | Categories | N | % |
|------------------------|------------|----|----|
| Self-confidence | Low | 1 | 1 |
| | Middle | 99 | 99 |
| | High | | |

Each respondent was asked 10 questions to measure both positive and negative feelings about the self. Responses were 1 (strongly agree), 2 (Agree), 3 (Disagree), 4 (Strongly disagree). The result showed that nearly the entire population (99%) of the respondents under study fell within the average range of self confidence.

5.3 Respondents' perceived coping

Table 3: Means and standard deviations of subscales of cope N=100

| Variables | Mean | SD |
|----------------------------------|------|------|
| Self-Distraction | 5.25 | 1.42 |
| Active Coping | 5.60 | 1.29 |
| Denial | 4.13 | 1.50 |
| Substance Use | 2.40 | 1.29 |
| Use of emotional support | 5.9 | 1.27 |
| Use of instrument support | 6.00 | 1.42 |
| Behavioural disengagement | 4.04 | 1.68 |
| Venting | 4.42 | 1.47 |
| Positive reframing | 5.90 | 1.42 |
| Planning | 6.12 | 1.23 |
| Humour | 3.41 | 1.56 |
| Acceptance | 5.46 | 1.57 |
| Religion | 5.10 | 1.68 |
| Self –blame | 4.12 | 1.27 |

From the data seen in the table given above showed that the use of planning and instrumental support as coping strategies is high among respondents and those on active coping, acceptance, self-distraction and use of emotional support fell within the medium range. The result also showed that at the respondents' scores fell in the low range in their use

of venting, self-blame, denial, behavioural disengagement, humour, and substance use as coping skills.

5.4 Correlation between self confidence and cope

Table 4: Correlation between self-confidence and coping N=100

| Coping | Self confidence |
|----------------------------------|-----------------|
| Self-Distraction | 0.210* |
| Active Coping | 0.200 |
| Denial | -0.214* |
| Substance Use | -0.19 |
| Use of emotional support | 0.170 |
| Use of instrument support | 0.149 |
| Behavioural disengagement | 0.050 |
| Venting | 0.13 |
| Positive reframing | 0.170 |
| Planning | 0.019 |
| Humour | 0.165 |
| Acceptance | 0.85 |
| Religion | 0.190* |
| Self –blame | -0.025 |

Pearson's correlations were used to examine the relationship between self- confidence and coping. The table above presents the findings. The relationship between self-confidence and self- distraction was significant ($r= 0.210^*$, $P= 0.05$). This suggests that respondents with higher self-confidence potentially utilize self-distraction as their coping strategy when confronted with stressful situation. The correlation between self-confidence and religion ($r=0.190^*$, $P=0.05$) was also significant. This proposes that respondents with higher self-confidence also utilize religion as a means to deal with their daily problems. Since $P=0.05$, this correlation appeared to be statistically significant as it can explain 95% of preferences are not being by chance. A significant negative correlation is found between denial ($r=-0.214^*$, $P=0.05$) and self-confidence. This indicates that respondents with higher levels of self- confidence are less likely to use denial asacopingstrategy. Anegativecorrelationisfoundbetweenthedomains of substance use ($r= -0.19$) and self-blame ($r= -0.025$) with self-confidence. This also suggests that respondents with high self-confidence neither depend on substance nor they blame themselves in challenging situation. It is also noticed that other domains like active coping ($r= 0.200$), use of emotional support ($r= 0.170$) use of instrumental support ($r= 0.149$), behavioural disengagement($r= 0.050$), venting ($r=0.13$), positive reframing ($r= 0.170$), planning ($r= 0.019$), and acceptance ($r=0.85$) also have a positive correlation with self-confidence.

In this study, the outcomes demonstrated that the respondents under study fell inside the normal scope of self-confidence, independent of their genders. The data assembled through socio-demographic data uncovers that virtually all the respondents were remaining with their parents and the most habitually utilized coping mechanism was instrumental support and a positive correlation is found between instrumental support and self-confidence in the study. It shows that parental support go about as a significant coping mechanism which thus improved their self-esteem. This finding is reliable with the study led by Felson, and Zielinski, (1989) and Gecas, and Schwalbe,

(1986). As indicated by their discoveries family go about as a defensive factor for adolescents and parents support influence the self-confidence of their youngsters welcomes parents to give appropriate family climate and support.

The instrumental support may have likewise originated from the school with stated statement of purpose "to build up an even character to benefit the general public and for the arrangement of a superior world, where love, partnership, and administration win" which perceives the possibilities of every kid and regarding the individual needs of youngsters, encourages a mindful and imaginative climate, and underlines the social, emotional, physical, scholarly development of every kid. Alluding to the study led by Scott, Murray, Mertens, and Dustin, (1996) highlights that school experience goes about as a critical determinant of a student's self-appreciation which influences self-concept, values and self-confidence.

The most every now and again utilized coping systems among respondents were arranging and instrumental support and the least often utilized coping methodologies were venting, self-blame, refusal, conduct separation, humor, and substance use. This finding is reliable with the study directed by Cocorad and Mihalascu, (2012) and Krenke, (1992). Cocorad and Mihalascu, (2012) revealed that the students were bound to utilize arranging, reconsidering, dynamic coping and looking for instrumental support to deal with problems and more averse to utilize substance use, social separation and disavowal. In Krenke's study on the coping styles of Finnish adolescents were most habitually utilized coping was dynamic coping and forswearing was utilized less frequently.

A huge positive relationship was found between self-distraction and self-confidence. This shows that respondents who have a higher self-confidence are bound to distract themselves and along these lines may give the feeling some an ideal opportunity to diminish in power, making it simpler to manage. Similarly a critical relationship is found among religion and self-confidence, which may imply that the individuals who have a feeling of religion scored higher in religion and higher is by all accounts their self-confidence. Maybe the youthful ones who were raised in a strict family air have built up a feeling of religion as they face with troublesome circumstance in their life. This finding is steady with the examination led by Terreri, and Glenwick, 2013. Terreri, and Glenwick found a huge connection

between strict coping and emotional wellness markers among adolescents.

A huge negative correlation is found among forswearing and self-confidence and substance use and self-blame is negatively corresponded with self-confidence. This shows that adolescents who have a higher self-confidence are less inclined to utilize forswearing, self-blame and substance use as their coping methodologies. It might likewise imply that as opposed to accusing themselves or depending for drugs, alcohols, or different intoxicants or as opposed to rejecting that there is problem they can utilize all the more coping systems to deal with pressure and nerves. It shows that individuals with high self-confidence appears don't deny or blame themselves that they have a problem yet they recognize their problem apparently and deal with it through self-distraction and religion. It appears to be that their feeling of strict convictions, practices and rituals and figuring out how to distract themselves from the current problems encourages them to continue their self-confidence.

6. Conclusion

The self-confidence scores of the members were positively associated with self-distraction and religion and negatively corresponded with forswearing, substance use and self-blame. There is a noteworthy correlation between their self-confidence and a portion of different strategies they use. The researcher's specific intrigue was that they distract themselves instead of deny when a problem exists. Truth be told, the outcome indicated that they can see through strict convictions, practices and rituals to deal with troublesome and testing circumstance. Henceforth glad to take note of that disavowal, substance use and self-blame is negatively related methods they don't attempt to defeat their sorrows with substance use or they don't deny there is a problem exist or they don't blame themselves for the current problems. They rely more upon self-distraction and religion. Almost the whole populace scored normal self-confidence, which mostly might be ascribed to school and its curriculum and halfway to be credited to the accessibility of religion as coping strategies. It bodes well with regards to India particularly the state of Assam which is known for its dependence on religion at all levels. The presence of religion as a socio-social texture supports them and the tendency to distract themselves with different distractions and concerns are powerful coping strategies.

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