

# ADOLESCENTS' PSYCHOLOGICAL WELL-BEING AND SELF CONFIDENCE IN THE CONTEXT AT HIGHER SECONDARY SCHOOL IN WEST BENGAL

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**ABSTRACT:** The present study was designed to investigate the differences of psychological wellbeing and level of self - confidence among adolescence. The total random sample consisted of 120 adolescence (60 Male and 60 Female) who study in higher secondary schools in humanities stream from Nadia and Murshidabad district (West Bengal). The sample was equally divided in regard to gender also. Psychological wellbeing scale developed by D.S.Sisodia and Pooja Chaudhary and Self confidence was measured with the help of Agnihotri's Self-Confidence Inventory developed by Dr. Rekha Gupta(1987) were used to collect the required data. Mean scores were computed and 't' – test was applied to find out the differences between the group. The result of the study shows that gender had no significant impact on the Psychological wellbeing and Self-confidence of adolescence. The 'r' between psychological wellbeing and self –Confidence was 0.84.

**KEYWORDS:** Adolescence, Psychological Wellbeing & Self – Confidence.

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## **1.INTRODUCTION:**

In the 21st century, rapid changes and developments have affected people's lives both positively and negatively. While people try to get used to themselves into this case, they often ignore their own general well-being, particularly at university, as a place in which adolescents study which creates an anxiety for the youth who will administrate the community in the future. The concept of psychological well-being and its relation with gender differences, social relations, internet addiction, self-respect and some other factors has therefore become an increasingly important

topic for researchers. Adolescence is the period of transition, a distinct and dynamic phase of development in the life of an individual because during this period an individual is neither a child nor an adult. The inability to cope with the changes has a direct impact on adolescents' psychosocial health and development on interpersonal relationships. Adolescence is a critical period of development. Adolescents are continuously changing mentally, physically, and psychologically (**Santrock, 2004**).

The period, which a child grows and develops into an adult, is called adolescence. **WHO (1998)** considers "adolescence" to be the period between 10 and 19 years of age. It generally encompasses the time from the onset of puberty to the full legal age which begins with a biological event – puberty, and ends with psychological event adulthood. The period of adolescence can be divided into early, middle and late period. Early adolescence (10-13years) is characterized by a spurt of growth, and the beginnings of sexual maturation, they start to think abstractly. In mid-adolescence (14-15years) main physical changes remain completed, they develop a stronger sense of identity, and thinking becomes more reflective, relates strongly to their peers, though families usually remain of primary importance. In later adolescence (16-19) the body turns to adult form, while they like to get identified noticeably with advanced ideas and opinions (Mehta et.al., 1998). Adolescents who perceive their sibling relationships more positively tend to have higher self-esteem, which, in turn, is associated with less loneliness, less depression, and fewer delinquent behaviors and less substance use. Moreover, there exists a bidirectional relationship between adolescent self-esteem and the quality of their sibling relationships, suggesting that a more positive sibling relationship helps to enhance adolescent self-esteem, and that higher adolescent self-esteem predicts a more positive sibling relationship (**Yeh & Lempers, 2004**).

## **II.CONCEPTUAL FRAMEWORK:**

### **➤ Psychological Wellbeing:**

Well-being requires harmony between mind and body. It implies a sense of balance and ease with the pressures in a person's life. Well-being is concern with how and why people experience their lives in positive ways, including both cognitive judgment and affective reactions. As such,

it covers that have used such diverse terms as happiness, satisfaction, morale and positive affect. **Crow and Crow (1951)** is in the view that physical well-being, adjustment to mental ability, emotional control, social adjustment and even sex adjustment-all these characteristics should be included in well-being. **WHO (1952)** defined optimal health as “A state of complete physical mental and social well-being and not merely the absence of disease or infirmity.” They also added spiritual wellbeing as one dimension of well-being. **Shaffer and Shoben(1956)** considers well-being as:

- (1) Good physical wellbeing;
- (2) Accepting one's strengths and weakness;
- (3) Accepting other people;
- (4) Seeking as well as having a warm feeling towards them;
- (5) A confidential relationship;
- (6) Active attention;
- (7) Social participation;
- (8) Satisfying work;
- (9) Creative experience;
- (10) Using the scientific method.

According to Dictionary of the English Language (2000) well-being is a contented state of being happy and healthy and prosperous. **Pavot and Diener(2003)**defined wellbeing as the subjective feeling of contentment, happiness, satisfaction with life's experience and one's role in the world of work, sense of achievement, utility belongingness and no distress, dissatisfaction or worry etc.

According to **Bhimwal(2007)**well-being is a multidimensional construct comprising of physical, mental and social components. Well-being is more than the absence of mental illness and can be measured by several psychological and social indicators like life satisfaction, depression, anxiety, self-esteem, etc.

### ➤ Self – Confidence:

Self - confidence is the confidence one has in oneself, one's knowledge, and one's abilities. It is the confidence of the type: "I can do this"; "I have the ability to do this". Self - confidence is the one thing that is much more important than many other abilities and traits. The Merriam Webster's dictionary definition of self confidence is, "Confidence in oneself and in one's powers and abilities."

In today's scenario three types of confidence may be found:—

- **False confidence** is that when person who talks big and poses like a big shot. The person often takes big risks in an effort to either impress others or to assuage their own discomfort, and the result can be terrible.
- **True confidence**, which does not depend on recent results. It is based on a deep sense of inner trust. The person who has a history of doing the right thing regardless the outcome. It means that they act in their own best interest and trust and understand that doing such over time has a positive impact on results.
- **Temporary confidence**, which is conditional on recent performance. The person whose self esteem is tied to their account equity, when a good run, they feel confident and take larger risks. And when performance is lousy they start grasping at anything.

### **III.PREVIOUS RESEARCHS:**

**Moorjani and Mamta (2004)** conducted a study on college students of different faculties as Science, Commerce and Arts. Results revealed that students of difference faculties have significant difference in their life satisfaction and general well-being, but there is no gender difference regarding life satisfaction and general well-being.

**Neblett and Cortina (2006)** examined the relation between adolescents' perception of their parents' jobs and their future orientation, and the role of parental support. 459 adolescents were

surveyed about their parents, job rewards, self - direction, and stressors. Results suggested that higher levels of parental support may weaken the association between perceptions and future orientation when adolescents perceive their parents experiences unfavorable conditions at work.

**Singh and Udainiya (2009)** investigated the effects of type of family and gender on self efficacy and well-being of adolescents. Family is the source of support of any individual and one of the motivating factors for human being to grow and achieve One hundred adolescents. Results revealed a significant effect of type of family and gender on self-efficacy. The interaction between type of family and gender was also found to be significant; however neither family type nor gender had significant effect on the measure of well being.

**Devi and Lohumi (2010)** conducted a study on well-being and emotional intelligence of high school female teachers. Results revealed that there exist significant relationship between well-being and emotional intelligence and higher EQ linked with higher age and educational level.

**Sharma and Bandhana (2012)** examined that the main and interactional effect of emotional intelligence, home environment and sex on the problem solving ability of adolescents. A random sample of 1007 adolescents (502 male and 505 females) was selected from government and private higher secondary schools of Jammu City. Mangal Emotional Intelligence Inventory by S. K. Mangal and Shubra Mangal, Home Environment Inventory by Karuna Misra and Self-concept by S. P. Ahluwalia were used to collect the data. The results revealed that emotional intelligence and home environment has a significant impact on self-concept.

#### **IV. SIGNIFICANCE OF THE STUDY:**

Adolescence is a phase where many psychological factors dominantly mediate an adolescence sense of well being which ends up having a long range impact on the individual. This is typically encounters during this period which impact their psycho social development. Adolescence growing up is at a risk of a number of outcomes as a result of poor academic performance, substance abuse, failed relationships. Often it's the unanticipated experiences of high school and college life makes the transition from adolescence to adulthood more dramatic. Therefore an

understanding of psychological predictors of some of the components of well being can provide a framework for developing more effective interventions to cushion the components of wellness.

## **V. RESEARCH QUESTIONS:**

The study aims to find answers to the following questions:

- ✚ What is the level of self – confidence and psychological wellbeing among adolescence?
- ✚ Whether an intervention programmes can help the adolescent in improving their psychosocial well-being?

## **VI. OBJECTIVES:**

The present research was carried out to accomplish following objectives:

- ❖ To study various dimensions of psychological wellbeing such as Satisfaction, Efficiency. Sociability, Mental health, Interpersonal relations and over all psychological wellbeing between male and female adolescence.
- ❖ To study the significance difference of self – confidence between male and female adolescence.
- ❖ To check the correlation between psychological wellbeing and self-confidence among adolescence.

## **VII. HYPOTHESES:**

The main hypotheses of the present study are as under:-

**H01:** There exists no significant difference between male and female adolescents on psychological wellbeing.

**H02:** There exists no significant difference between male and female adolescents on self – confidence.

**H03:** There exists no correlation between psychological wellbeing and self - confidence among adolescence.


## VIII. VARIABLES:


Following variables were selected for the present study:

- Independent Variable: For the present study two independent variables were selected which were divided into two levels. : (1) Male & (2) Female
- Dependent Variable: (1) Psychological wellbeing score & (2) Self – confidence score are studied as a dependent variables.

## IX. METHODOLOGY:

This study was a descriptive and quantitative study utilizing survey research methods to attain its intentions. For this study random sampling technique was used. Personal Datasheet and another two test Psychological wellbeing scale and self confidence were administered to adolescence that studies in higher secondary science stream from different school of Nadia district.

 **Participant:** Total 120 adolescence (study in higher secondary arts stream) were randomly selected from various schools of Nadia and Murshidabad district. The sample was equally divided in regard to gender also.

 **Tools:** The following tools were used in the present research work.

(1)Personal Datasheet: A personal datasheet developed by the investigator was used to collect information about Student Name, Gender, Residence, School Name, Type of school etc.

(2)Psychological Wellbeing Scale: Psychological wellbeing scale developed by D.S.Sisodia and C.Pooja .

- ♣ Reliability:— The reliability of the scale was determined by (A) Test – retest method the test – retest reliability was 0.87
- ♣ Validity:— Besides face validity as all the items of the scale has high focus, the scale has high content validity. The scale was validated against the external criteria and coefficient obtained was 0.94.

**Scoring:-** The scale consists of 50 statements. All statements are positive manner. 5 marks to strongly agree, 4 marks to agree, 3 marks to undecided, 2 marks to disagree and 1 mark to strongly disagree responses are assigned. The sum of marks is obtained for the entire scale. The higher score shows that more wellbeing.

**Hypotheses Testing:** Independent t – Test was used for analyzing the significance of difference between two group (Male & Female Adolescence). 'r' was used to check the correlation on Psychological wellbeing and Self – confidence among adolescence.

## **X. ANALYSIS & INTERPRETATION OF DATA:**

As here pointed out previously that the main aim of the study is to investigate Psychological wellbeing and self – confidence among male and female adolescence. After analysis, interpretation has to be done carefully, logically and critically by examining the results obtained, keeping in view limitation of the sample chosen, tools selected and used in the study. I also tried out differences separately between male and female adolescence. The obtained result is shown in the following table – 1, 2 & 3:

- ✱ **Objective (i):** To study and compare the psychological wellbeing of male and female adolescents.
- ✱ **Hypotheses (i):** There exists no significant difference between male and female adolescents on psychological wellbeing.



**Table : 1**

**Showing the Mean, SD & t- Value of psychological wellbeing among male and female adolescence.**

<b>Gender</b>	<b>No</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>Table 't' Value</b>	<b>Significance</b>
<b>Male</b>	<b>60</b>	<b>133.22</b>	<b>17.32</b>	<b>158</b>	<b>0.179</b>	<b>Insignificant at 0.01 level</b>
<b>Female</b>	<b>60</b>	<b>136.24</b>	<b>21.67</b>			

As above Table: 1 shows that the main difference between two groups in terms of psychological wellbeing. The mean for the male adolescence is 133.22 and SD 17.32 as well as the mean of the mean for the female adolescence is 136.34 and SD 21.67. The obtained t – value is 0.179 that is insignificant at 0.01 level. Null hypothesis is accepted. It reflects that male and female teachers have same level of psychological wellbeing.

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- ✱ **Objective (ii):** To study and compare self - confidence of male and female adolescents.
  - ✱ **Hypotheses (ii):** There exists no significant difference between male and female adolescents on level of self - confidence

**Table : 2**

**Showing the Mean, SD & t- Value of self - confidence among male and female adolescence**

<b>Gender</b>	<b>No</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>Table 't' Value</b>	<b>Significance</b>
<b>Male</b>	<b>60</b>	<b>119.78</b>	<b>12.87</b>	<b>158</b>	<b>1.02</b>	<b>Insignificant at 0.01 level</b>
<b>Female</b>	<b>60</b>	<b>117.32</b>	<b>13.84</b>			

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As above Table: 2 shows that the main difference between two groups in terms of self - confidence. The mean for the male adolescence is 119.78 and SD 12.87 as well as the mean of the mean for the female adolescence is 117.32 and SD 13.84. The obtained t – value is 1.02 that is insignificant at 0.01 level. Null hypothesis is accepted. It reflects that male and female teachers have same level of self - confidence.

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- ✱ **Objective (iii):** To check the correlation between psychological wellbeing and self-confidence among adolescence.
  - ✱ **Hypotheses (iii):** There exists no correlation between psychological wellbeing and self – confidence among adolescence.

**Table : 3**

**Correlation calculation between Psychological wellbeing and Self – confidence among adolescence.**

Type of variables	N	Mean	r
Psychological wellbeing	120	145.50	0.84
Level of Self - confidence	120	70.05	

As above Table no: 3 shows the correlation calculation between psychological wellbeing and level of self confidence is 0.84. So the result clearly revealed that the correlation between psychological wellbeing and self confidence was high correlation.

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## **XI. FINDINGS:**

According to the results major findings of the present study are as under: There is no significant difference between the male and female adolescents on psychological wellbeing. There is no significant difference between the male and female adolescents on self confidence. There is high

correlation between the male and female adolescents on psychological wellbeing and self confidence.

## **XII. RECOMMENDATIONS FOR FUTURE RESEARCH:**

Weaknesses in past research emphasize the need to gather and analyze research that encompasses all periods of time (**Jones & Kottler, 2006**). Small sample size is also an area of weakness in the research; a larger sample size allows for generalities to be determined. Future research could also examine the roles of parents and if or when one parent is more influential than the other. This information would expand school counselors understanding of the relationship of psychological wellbeing and self confidence among adolescence.

Furthermore, systematic research confirming the relationship between increased self – confidence and improved school performance would further emphasize the need to focus on parental involvement when working with adolescents in the school environment. School counselors, teachers, administrators, and school staff can also model appropriate communication skills, illustrate important information, and support adolescent’s growth through curriculum guidance, individual counseling, and group counseling.

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