



# A STUDY ON PERSONALITY ADJUSTMENT AND SELF-CONFIDENCE AMONG HIGHER SECONDARY STUDENTS OF MANDYA DISTRICT

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## Abstract:

Self-confidence is distinct as the conviction in one's own power and abilities. A person's behavior and personality are both resolute by their level of self-confidence. Self-confidence is a positive personality attribute. It aids in the development of personal integrity and brings about personal fulfillment. And the term "personality adjustment" is used to explain personal adequacy, self-fulfillment, and psychological maturity. In higher secondary school personality adjustment and self-confidence is very important factors. The present study made use of a descriptive survey methodology. Random sampling technique was used to choose 200 higher secondary students of Mandya district. The main purpose is to examine the level of personality adjustment and self-confidence of higher secondary students. And According to the findings, Higher secondary school students were moderate (70%) self-confident; Girl students were superior (48.5%) compare to boy students (43.7%) in their personality adjustment and also self confidence level.

**Key words:** Personality adjustment, Self-confidence, higher secondary school

## Introduction:

The contemporary world is facing and surfacing unimaginable and unending changes that are flooding into various aspects of human life. Education is the powerful instrument which helps to bring effective changes in the behavior of children in a socially desirable direction. The higher secondary school level as an important stage in the academic life of an individual. During this stage the students come under the influence of various psychological aspects which contributes a lot in success and shape of their future. During this stage the students develop some attitude, aspirations, creativity, self-concept, self-confidence, personality

adjustment and such other important factors. The personality adjustment and self-confidence of the higher secondary school students has become a big concern for the teachers, academicians and researchers.

### **Need and Significance of the Study:**

It is now recognized that personality adjustment and self-confidence play an important role in many areas of life, including education. A large portion of childhood, adolescence and young adulthood is spent in the classroom. So in schools, the student can develop all the qualities and abilities required for successful adjustment, to live in harmony in the society. In school days students can also be develop the self-confidence.

**Stanley Hall** rightly calls it the period of stress and strain, storm and strife, the adolescent experiences conflicts between himself and society and even within himself change of role in society, shattered relations in home, failures to decide his status in social setting, difficulty in adjusting with opposite sex, unnecessary restrictions on movement strong affinity to ideals that could not be fulfilled etc give rise to tensions and worries. During this stage emotions fluctuate very frequently and quickly.

Higher secondary is the end of school days and it is a turning point for his life to select a particular course or a particular job. So the student must know his own abilities and disabilities. The self-confident students trust their own abilities. The amount of growth and development of the students depends on the degree of their adjustment and self-confidence. The adjustment level and self-confidence level of students can be raised for better result. This is possible only when we know the current adjustment and self-confident level of students.

Nothing can be done without self-confidence. The review of studies reveals that there are less number of studies on self-confidence. It is in this background that the present study has been take up. This study may be helpful in screening the poorly adjustment students and students having less self-confidences who may need further psycho diagnostic study and counseling. So this present study opens up the avenue for further research in evolving strategies to develop self-confidence and to make them well adjusted to himself and to the society.

### **Objectives:**

1. To study the level of Personality Adjustment among higher secondary school (class XII) students of Mandya district.
2. To study the level of Self-Confidence among higher secondary school (class XII) students of Mandya district.
3. To study the difference between boys and girls of higher secondary school in the level of personality adjustment.
4. To study the difference between boys and girls of higher secondary school in the level of self-confidence.

**Research Questions:**

Research questions are formulated with respect to objectives 1 and 2.

1. What is the level of personality adjustment of higher secondary school students?
2. What is the level of self-confidence of higher secondary school students?

**Hypothesis:**

Hypotheses are formulated with respect to objective 3 and 4.

1. There is no significant difference between boys and girls of higher secondary school in the level of personality adjustment.
2. There is no significant difference between boys and girls of higher secondary school in the level of self-confidence.

**Operational Definition of key terms:**

- ✓ **Personality Adjustment** – Personality adjustment indicates how well a particular individual has been able to cope with himself and with the environment in and around him. **Gates and Tersild** (1948) defines personality adjustment is a continual process in which a person varies his behavior to produce more harmonious relationship between himself and his environment.
- ✓ **Self-Confidence** – self-confidence refers to us having a positive and realistic perception of ourselves and our abilities. And self-confident people trust their own abilities, have a general sense of control in their lives and believe that, within reason, they will be able to do what they wish, plan and expect.

**Methodology:****➤ Design of the Study:**

The present study is descriptive in nature. It is a survey of collecting information on personality adjustment pattern and the level of self-confidence of higher secondary school students (class XII) of Mandya district.

**➤ Sampling Procedure:**

In the present study the sample was drawn through random sampling technique. Higher secondary (class XII) student of Mandya district were considered as a population of the study. And the researcher have been selected 200 students for giving equal representation to the gender.

**➤ Tools used:**

In this study a standardized adjustment inventory developed by Prof. A.K.P.Sinha and Prof. R.P.Singh was used. The inventory has 102 items, Home-16, Health-15, Social-19, Emotional-31, and education-21. It has a two point scale with 'Yes' or 'No' type questions.

Besides the researcher have been used the standardized self-confidence inventory developed by M.Basavanna. This test contain a series of 100 questions.

**➤ Statistical Techniques to analyse the data:**

The researcher was employed mean, standard deviation, the criterion-referenced test to test the level and difference between boys and girls with respect to personality adjustment and self-confidence.

**Analysis of the data and Interpretation of the results:**

The analysis and interpretation of data on the basis of objectives, research questions and hypothesis.

➤ **Level of Personality Adjustment and Self-Confidence**

With respect to objective No.1, the following research question was formulated.

**RQ 1: What is the level of personality adjustment of higher secondary school students?**

**Table 1: Details of the level of Personality Adjustment of students in different areas**

Sl. No.	Area of adjustment	Description of Personality Adjustment									
		Excellent		Good		Average		Unsatisfactory		VU	
		Score	%	Score	%	Score	%	Score	%	Score	%
1	Home	0	0	7	3.5	95	47.5	75	37.5	23	11.5
2	Health	20	10	43	21.5	93	46.5	36	18	8	4
3	Social	2	1	35	17.5	74	37	53	26.5	36	18
4	Emotional	0	0	3	1.5	85	42.5	95	47.5	17	8.5
5	Educational	0	0	8	4	57	28.5	99	49.5	36	18
<b>6</b>	<b>Total</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>6.5</b>	<b>68</b>	<b>34</b>	<b>98</b>	<b>49</b>	<b>21</b>	<b>10.5</b>

**Graph 1: Showing the level of Personality Adjustment**

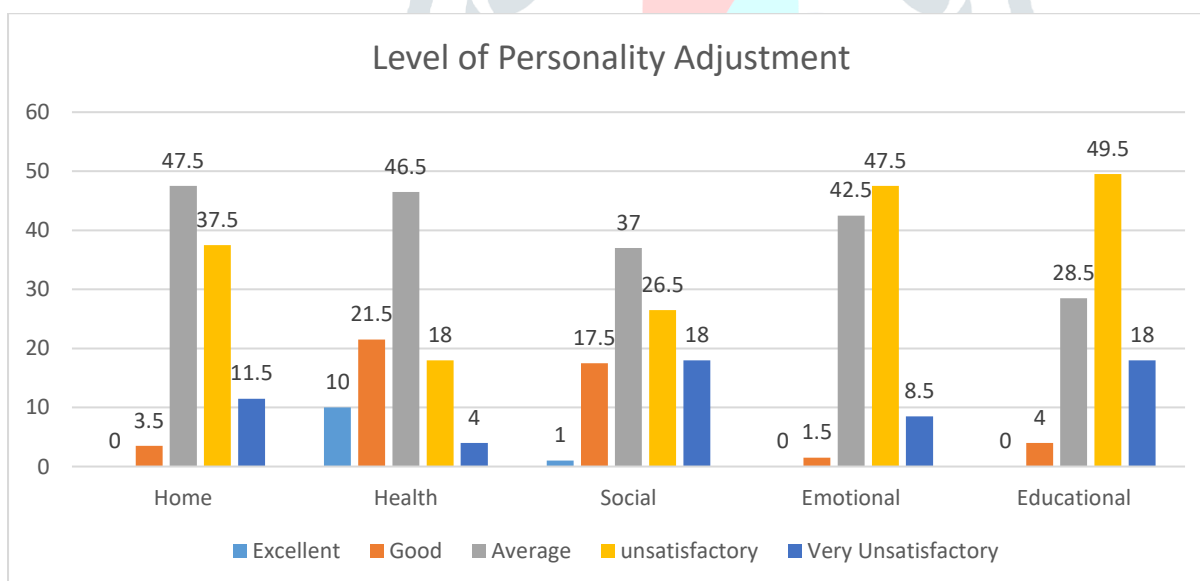


Table 1 and graph 1 clearly indicates that, the area of total Personality adjustment about 60% higher secondary school students were maladjusted. About 6% were found to be well adjusted and 34% students were average adjusted. In the area of educational adjustment about 68% students were maladjusted, 4% were well adjusted and 28% students were average adjusted. In the area of emotional adjustment 56% students were maladjusted and 43% were average adjusted. In high adjustment was in terms of health adjustment, about 32% students were well adjustment in terms of health. It may be because of the development of science and technology and the corresponding development in medical field. None of the students had excellent adjustment in almost all area except 10% students had excellent health and 1% students had excellent social

adjustment. In the area of social 64% students were maladjusted 37% were average adjusted and 18% were well adjusted.

Finally it can be concluded that, above 40% higher secondary students were maladjusted in almost all areas except in the area of health, it may be because of stress and strain, lack of self-confidence, poor self-concept, impact of TV, cinema, internet and other well developed technological media.

## RQ 2: What is the level of self-confidence of higher secondary school students?

**Table 2: Details of the level of Self-Confidence of students in different areas**

Sl. No.	Categories	Score	percentage
1	High	31	15.5
2	Moderate	139	69.5
3	Low	30	15

**Graph 2: Showing the level of Self-Confidence**

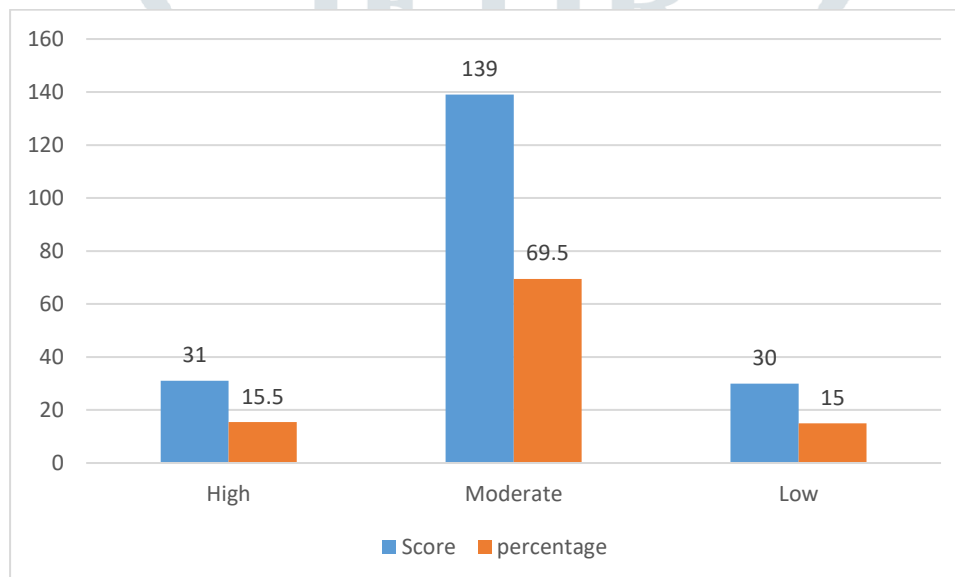


Table 2 and graph 2 shows that, majority of the students (70%) are having moderate self-confidence and equal percentage (15%) are low and high confident state. And it can be concluded that higher secondary school students were moderate self-confident, it may be because of storm and strife.

### ➤ Hypothesis testing

**H1: There is no significant difference between boys and girls of higher secondary school in the level of personality adjustment.**

**Table 3: Details of significant difference in the level of Personality adjustment on the basis of gender**

Variable	N	Mean	SD	CR	Result
Boys	104	43.7	10.61	3.399	Significant at both the levels
Girls	96	48.5	9.35		

From the table 3, it is seen that the mean score of male students are 43.7 and mean score of girls students are 48.5 with SD 10.61 and 9.35 respectively. The criterion reference test (CR) value is 3.399, which is significant at the 0.05 and 0.01 levels. And concluded that girl students were superior compare to boys students in their personality adjustment of mean scores.

## **H2: There is no significant difference between boys and girls of higher secondary school in the level of self-confidence.**

**Table 4: Details of significant difference in the level of Self-Confidence on the basis of gender**

Variable	N	Mean	SD	CR	Result
Boys	104	42.3	11.17	4.55	Significant at both the levels
Girls	96	50	12.63		

Table 4 indicates that, mean score of boys are 42.3 and the girls are 50 with SD are 11.17 and 12.63 respectively. The criterion reference test (CR) value is 4.55 which is significant at both the level 0.05 and 0.01. And also concluded that girl students were superior compare to boy students of mean score in self-confidence level.

### **Major findings of the Study:**

The analysis and interpretation of the data revealed significant results from the study.

1. About 40% higher secondary students were maladjusted in almost all areas except in the area of health.
2. Higher secondary school students were moderate (70%) self-confident, it may be because of storm and strife.
3. Girl students were superior (48.5%) compare to boy students (43.7%) in their personality adjustment of mean scores.
4. Girl students were superior (50%) compare to boy students (42.3%) of mean score in self-confidence level.

### **Educational Implications:**

In the light of present study, on the basis of findings some significant educational implications are presented below.

- ✓ In school, there should be several curricular and co-curricular activities to improve self-confidence
- ✓ The school conduct different social programs such as SUPW, Scout and Guides, NCC, NSS etc to improve health, social and emotional adjustment
- ✓ It should be given proper guidance and counselling to reduce their personality adjustment and self-confidence

**Conclusion:**

The teacher must train accordingly; teacher training programs must include the concept, nature and characteristics of personality adjustment and self-confidence and even should know the strategies to develop personality adjustment and self-confidence among students.

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