

# A Research on the Psychological Influence on Adolescent Self-Assurance

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**Abstract – The research has been conducted to analyze the autonomy and academic achievement of rural and urban adolescents and to explore the disparities between gender and autonomy. The self-confidence test was measured and university achievements were assessed by academic records. The results showed that the self-confidence of rural and urban youth does not vary greatly. The academic performance of rural and urban teenagers was substantially segregated. In contrast to rural youth, urban young people have obtained higher academic performance. Boys' self-confidence would be slightly higher than females. Academic results have demonstrated major gender disparities. In comparison with men, girls were substantially higher in academia.**

**Keywords: Psychological, Higher Self Confidence, Adolescents, Urban and Rural Adolescents, Academic Achievement**

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## INTRODUCTION

Self-trust is one of social psychology's most widely used research principles. The self-confidence of the student is also associated with teachers, administrators and parents. The value of Self Confidence is so high that it is seen as the source of all evil, and as the source of all goodness. This is also misunderstood. Mutual faith is linked to depression, anxiety, motivation and overall happiness with life. In view of these classes, children and adolescents without self-esteem can rely more on their parents and have lower academic and vocational objectives. Therefore, there's a strong belief that it would benefit both personally and society as a whole to increase an individual's self-confidence (especially that of a child or adolescent). Confidence can be described as the attitude of a person towards himself or herself and includes a positive negative self-assessment. Self-confidence generally refers to the overall positive assessment of an person for himself. This has two different dimensions, ability and interest. The aspect of competence (efficacy-based autonomy) relates to how successful and competent people see themselves. The metrics of the esteem (esteem dependent self-confidences) are to the degree that people believe they are the ones to admire. Self-confidence, Nathaniel Branden (1992) states, is able to recognize oneself as capable in coping with the fundamental problems of life and as dignified by happiness. Likewise, Self-confidence has described itself as the belief that we can meet obstacles to life and that we deserve happiness. Academic success is considered a crucial criterion for assessing the

overall ability and abilities of the person. Therefore, high academic achievement is more urgently needed for individuals / students. In this sense academic achievement means the ability to perform school tasks which may be general or unique to any particular subject. The term performed refers to the graduation or progress obtained in such specific school tasks, in particular academic results. Academic achievement can be described as an independent perception and self-assessment of the measurable academic performance. Academic success usually demonstrates the pupil's learning outcomes. To achieve these results, a series of planned and coordinated experiences are required. Has academic achievement described good as a knowledge role or skill established in the school field typically by test results or by teacher marks or by both? Academic performance may therefore be described as an evaluation of one's objective success and self-perception.

The general trend in research literature over the last three decades has shown that certain forms of socio-cultural environments typically have to be associated with lower expectations, language deficits and minimum work- and social change. The setting has been shown to have a major role to play in deciding the course of selfconfidence for adolescents in DuBois, Burk, Broston, Schwenson, Tevendale and Hardesty (2002). Studies also found the disadvantages of rural young people, who appear to be more marginalized and fewer schooling, recreational and other opportunities in public health. Rural areas are often more rural, less

educational and public health services, and higher rates of deprivation compared to urban and suburban populations. In effect, this can lead to less ambition, less self-confidence and less success. Devi and Prashani (2004 ) stated that, compared to urban pupils, the pupils who live in rural regions are typically socially and culturally deprived. Research shows that the atmosphere plays a crucial role in self-confidence for students. By contrast to the students in urban areas, students come from an urban climate superior. Significant social change among the young people included increased pair control, new social groups and social acceptance of more established patterns of social behaviour. Organized and efficient environments are important to the proper development of children in the family and in the social world. The lack of such means affects your mental health in a bad climate.

## DEVELOPMENT OF SELF-CONFIDENCE

Students frequently display a decline in Self-Confidence during elementary school and the transition to middle level. This regression is an appropriate response to the falsely optimistic childhood self-perception. Young children also overrate their ability to assess their abilities objectively and to interpret knowledge from different sources. their cognitive awareness is lacking. As students mature, they understand better how other people perceive their abilities and differentiate between their actions and abilities. As a result, they are more confident in their own interpretations. Their self-assurance grows slowly as student's transition from middle school to high school. Greater freedom encourages teenagers to take part in responsible activities, and encourage them to obtain greater acceptance from others by acting in a socially acceptable way. Growing freedom allows young people.

## SELF-CONFIDENCE AND SELF-CONSCIOUSNESS

Adolescence is a transition phase followed by physical , psychological and social changes which are the most difficult time to control emotions[1,2]. Emotional awareness is greater than anywhere in life in this time. At the moment, emotional management has to do, among other things, with social and emotional growth, academic success, attention focus, pro-social activities, ability to overcome conflicts, interpersonal consistency and physical health[3].

Emotion is one of Self-confidence determinants. The unique existence of the attachment of adolescents to parents and peers is of great importance to shape the self-confidence of adolescents[5]. Young people with a high level of self-confidence have positive life feelings like happiness, vigour, comfort, esteem and practical self-confidence, while those with little self-

confidence often feel emotionally depressed[6]. The level of self-confidence can affect a sense of satisfaction of people in the life of individuals and is crucial to their psychological well-being [7].

Self-confidence has been seen as having a strong impact on forms of identity[8]. Ideal self-confidence can be achieved by intimate and subjective experiences rather than by achievements in the public sector of which other people's eyes are aware[9]. The healthy self-confidence of an person is derived from the harmonious understanding of the autonomous and interdependent self-[10] in terms of theory of social identity. The trust of the person is closely linked to human relations, and depends on the probability of someone being rejected[11]. People with high self-confidence tend to make interpersonal ties more satisfying, while those with low self-confidentiality are most likely to misinterpret events and have a negative effect on the formation of interpersonal relationships[12].

Given that emotion offers valuable information on the nature of social situations[13], it is necessary to consider one's own emotions and those of others in order to respond to a social atmosphere. The ability to consider and respect the importance of emotions between oneself and others requires knowledge of emotions.[14] It implies a willingness to confront one's emotions and others' feelings. In social adaptive behaviour, the ability to perceive and control one 's emotions is an essential element [16]. For social adaptation and interpersonal relations, it is necessary to be able to interpret and respond accurately to certain emotions, including facial expressions. Individuals with a strong emotional experience also become more involved and fulfilled with universal existence in the quest for social assistance. Conversely, individuals without emotional sensitivity show more issues of internalization such as depression and somatization.

In the studies of interpersonal relations the relationship between emotion and self-confidence was an important topic. The self-face assessment and self-assurance, for example , show that the posterior, cingular cortex and ventral segmental area have been closely interconnected. Those with high self-confidence paid more attention to their self-confidence while those with low self-confidence paid more attention to other individuals in a previous study that looked at how self-confidence influences face recognition. However, the correlation between low self-esteem and physical violence, anger and hostility has been shown to mediate emotional dysregulation. While most of these previous research concentrated on emotional awareness and control, the autonomy effects on self-confidence have not yet been thoroughly studied.

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.

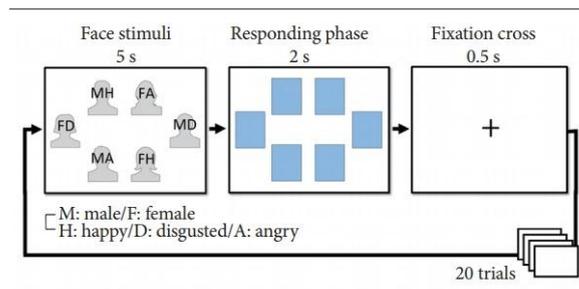
## PSYCHOLOGICAL ASSESSMENTS

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.

## BEHAVIORAL TASKS

We developed an eye-motion monitoring method of self-consciousness in which six odd faces constituted an experimental stimulus for each analysis ( Figure 1). The faces were joyful men, disappointed people, angry men, happy women, irritated women and angry women positioned hexagonally. They were submitted for 5 seconds and substituted in the same role with boxes. The two-second boxes were displayed to participants to respond with the appropriate button on the keyboard. For the stimulus interval of 0.5 seconds a fixation cross was followed. There are two tests according to the instructions that have been made in Experiment 1 to "choose which picture is closest to your normal face expression" and in Experiment 2 to "choose which picture closest to the regular facial expression of others." The task of the participants was to use a corresponding button to select one of the faces. Twenty trials of 7.5 seconds were performed and a total of 150 seconds were used. In a series of tests, the position of the facets was arranged randomly. From the Korean

Facial Expressions of emotion, the facial stimuli used were selected.



**Figure 1. Behavioral Task Procedure**

## 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 adolescent s; 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.

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