



## **RELATIONSHIP BETWEEN SELF - CONFIDENCE AND ADJUSTMENT OF VISUALLY IMPAIRED ADOLESCENTS**

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### **Abstract:**

According to Dr. Albert Bandura "Perceived self –confidence refers to believes in one's capabilities to organize and execute the course of action required to produce a given attainment. He further states, "Among the forms of self-referent thought that affects action none is more central or pervasive than a person's judgment of his or her capability to deal with continually changing realities". Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self confident people have expectations that are realistic. Even when some of their expectations are not met, they continue to be positive and accept themselves. A disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. Among all parts of human body, eye is considered to be the greatest natural gift to mankind which plays a significant role in making human body complete. Human eye helps the person to look around, to observe and drive a clear cut conclusion about the particular thing and object before acceptance. There are two categories of visually impaired adolescents, totally blind and adolescents having low vision. This study intends to investigate and derive a new scientific approach for boosting self-confidence and adjustment ability of visually impaired adolescents. Adjustment is the harmonious relationship of an individual to his/her environment which affords him comfort devoid of strain, stress, conflict and frustration. An adjustment is the behavioural process of balancing conflicting needs, or needs against obstacles in the environment. Adjustment consists in the reduction of inner needs, stresses and strains and, in this sense adjustment would be a unique pattern depending upon the personality and needs of the individual. Adjustment is part and parcel of life and is often considered as a continuous process wherein every moment the visually impaired adolescents are subjected to situations where they have to make an Adjustment. Adjustment brings happiness, efficiency, and some degree of social feelings.

**Key Words:** Self-Confidence, Adjustment, Adolescence, Disability & Visual Impairment

### **Introduction:**

Self-confidence is the confidence one has in oneself, about one's knowledge and one's abilities. The feeling of self-confidence is a positive state of vibration where the subconscious mind is directed towards success. When an individual's level of self-confidence increases, his/her chances to success in life also increases. Self-confidence deeply depends on one's character, guts, and self worth and it focuses more on doing things that give positive results. Each positive experience is a positive reinforcement that increases one's self-confidence. Thus, self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people have expectations that are realistic. Even when some of their expectations are not met, they continue to be positive and accept themselves. Self-confidence is the belief in one's ability to succeed and is the stepping stone to progress, development, achievement and success in life. The successes and achievements in turn will strengthen one's self-confidence further. According to Dr. Albert Bandura, (APA) (1986) "Perceived self –confidence refers to belief in one's capabilities to organize and execute the course of action required to produce a given attainment. Further Bandura states, "Among the forms of self-referent thought that affects action none is more central or pervasive than a person's judgment of his or her capability to deal with continually changing realities". In addition, the concept of ability is not static, but a general capability in which motivation, behaviour, cognitive ability and emotion must be well managed in order to reach diverse purposes. Self-confidence is the key determinant for human cognitive, motivational, and affective and decision making processes. Self confident people know how to assuage doubts, conquer fears, and how to find a silver lining in a sky gone gray with storm clouds. They get to the root of the problem; focus on it and understand that one needs to resolve each issue before one can move on. Visually impaired adolescents fall into the bracket of sensory disabled adolescents who are physically handicapped. A visually impaired adolescent who has self-confidence and is capable of adapting herself/himself to the existing situations strives well in educational settings such as classroom situation, peer circle/setting, and later in life.

An adjustment is the behavioural process of balancing conflicting needs, or needs against obstacles in the environment. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Adjustment involves effective adaptation. It consists in the reduction of inner needs, stresses and strains and, in this sense adjustment would be a unique pattern depending upon the personality and needs of the individual. Adjustment is the harmonious relationship of an individual to his/her environment which affords him comfort devoid of

strain, stress, conflict and frustration. Adjustment is part and parcel of life and is often considered as a continuous process wherein every moment the visually impaired adolescents are subjected to situations where they have to make an adjustment. According to Adler to seek power or attain superiority and perfection, one adopts a distinctive lifestyle suited to one's environmental situations and emulates and exploits the ways and means provided by that lifestyle. Success in seeking gratification of one's power motive or attaining superiority may lead to good adjustment to oneself and the environment. In the case of partial failure, if one is successful in bringing a slight modification in one's life's goals or style of life one may be able to reconcile with oneself and the environment and may feel adjusted and remain normal.

According to Sigmund Freud (1938), a person's behaviour remains normal and in harmony with his self and his environment to the extent that his ego is able to maintain the balance between the evil designs of his id and the moral ethical standard dictated by his superego. Further, he states that, adjustment or maladjustment should not be viewed only in terms of what the individual may be undergoing at present and what happened to him in his earlier childhood is even more important. Adjustment brings happiness, efficiency, and some degree of social feelings. The aim of adjustment is to gratify the needs by reducing frustrations and tensions to the lowest minimum. It helps one to lead a happy and well contented life. Adjustment persuades one to change one's way of life according to the demands of the situation. It gives one strength and ability to bring desirable changes in the conditions of one's environment.

A well adjusted person considers every new situation merely as a challenge and meets it with intelligence, courage and wisdom. A well adjusted person knows his own strengths and weaknesses. He tries to make capital out of his assets, appreciates the goodness in objects, persons or activities, admires other's good qualities and wins their affection. He easily accommodates or adapts himself to changed circumstances by making necessary changes in his behaviour. He has the capacity to deal with adverse circumstances and is not easily overwhelmed by adverse circumstances. He has also the will and the courage to resist and fight odds and has the inherent drive to master his environment with a realistic perception of the world. He always plans, thinks and acts pragmatically with a feeling of ease with his surroundings and a balanced philosophy of life

Adolescence is a period of multiple transitions marked by physiological changes, efforts toward the construction of identity, and a progression from concrete to abstract thought and the ability to think abstractly, multi-dimensionally and to reason more effectively. It is an emotionally intense and often stressful period. Adolescence nature is multifaceted and flexible; the same potential may have different results depending on whether the environment encourages or discourages it. Each adolescent has its own unique traits, which present it as a separate individual from others. Exceptional adolescents too cannot be excluded from this.

Disability is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these. A disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. Among all parts of human body, eye is considered to be the greatest natural gift to mankind which plays a significant role in making human body complete. Human eye helps the person to look around, to observe and drive a clear cut conclusion about the particular thing and object before acceptance. There are two categories of visually impaired adolescents, totally blind and adolescents having low vision. Visually impaired children need a more loving, supporting, and accepting family and school since early childhood years will have strong influences in shaping the level of self-confidence one may possess. Self-confident people are willing to take risks and go the extra mile to achieve better things. Education of the visually impaired children, aims at the development of a wholesome and well-adjusted personality. Such a personality is characterized by the harmony between the needs of the individual and the demands of the environment.

Schools play a vital role in developing the pupil's self-respect and self-esteem by compliments for work well done, a smile or a word of recognition. The school atmosphere should be such that the child should not suffer from physical, mental, emotional and social starvation. Teachers should help the students in acquiring a balanced emotional development. They should also help students to exercise control over their emotions by setting a proper level of aspiration by identifying their needs and abilities. It is also necessary that teachers should equip their students to face the failures and frustration in life with patience and tolerance. Teachers can take some effective steps to bring an improved adjustment among pupils by providing a classroom climate that permits the students to feel free to express themselves and to put forth their best efforts as individuals and as members of group.

#### **Analysis of Data:**

##### **Preliminary Analysis:**

The variables studied in the present investigation were Self-confidence and Adjustment (Emotional, Social and Educational) with reference to visually impaired adolescents. The collected data was classified according to various categories and was systematized, organized, edited and tabulated.

The data obtained after the administration of Self-confidence scale and Adjustment inventory among the sample of 130 visually impaired adolescents were edited, classified and tabulated. The consolidated data is given in the table 5.1

**Descriptive Statistics of Variables:**

Variables	Gender	N	Mean	Std. Deviation	Std. Error Mean
Self Confidence	Boys	77	93.57	7.689	.876
	Girls	53	88.66	8.819	1.211
	Total	130	91.57	8.488	.744
Emotional Adjustment	Boys	77	2.55	2.168	.247
	Girls	53	3.25	2.156	.296
	Total	130	2.83	2.182	.191
Social Adjustment	Boys	77	5.43	2.262	.258
	Girls	53	6.42	2.692	.370
	Total	130	5.83	2.484	.218
Educational Adjustment	Boys	77	4.14	2.822	.322
	Girls	53	5.08	3.031	.416
	Total	130	4.52	2.934	.257
Total Adjustment	Boys	77	12.12	5.037	.574
	Girls	53	14.74	5.788	.795
	Total	130	13.8	5.488	.481

From the above table, it is clear that the mean value of Self-confidence among boys is 93.57 and that of girls is only 88.66, showing that visually impaired adolescent boys have better Self Confidence when compared with that of girls. According to the direction given in the norms in the area of Emotional Adjustment both boys and girls fall in the category 'B' which is described as 'Good'. In the area of Social Adjustment the mean value of boys is 5.43 and that of girls is 6.42. Both the group falls in the category 'C' which is 'Average'. In the area of Educational Adjustment the mean value of boys is 4.14 and they fall in the category 'B'. Classification of Adjustment in terms of different categories is shown in Tables 5.2 and 5.3.

Tables 5.2: Distribution of the scores of Adjustment patterns among boys

Range of Scores	Number of Students	Description
0 – 5	6	Excellent
6 – 12	41	Good
13 – 21	27	Average
22 – 30	2	Unsatisfactory
31 & above	1	Very unsatisfactory
<b>Total</b>	<b>77</b>	

Adjustment patterns among boys is observed that 53 % of boys possess 'Good' level of Adjustment, 35% possess 'Average' level of Adjustment, 8 % possess 'Excellent' level of Adjustment, 3% 'Unsatisfactory' and only 1% of visually impaired adolescent boys possess 'Very Unsatisfactory' level of Adjustment.

Table 5.3: Frequency distribution of the scores of Adjustment patterns among girls

Range of Scores	Number of Students	Description
0 – 5	1	Excellent
6 – 14	25	Good
15 – 22	23	Average
23 – 31	3	Unsatisfactory
32 & above	1	Very Unsatisfactory
<b>Total</b>	<b>53</b>	

It is observed that 47% of visually impaired adolescent girls possess 'Good' level of Adjustment, 43% possess 'Average' level of Adjustment, the level of Adjustment among 6% is 'Unsatisfactory', 2% have 'Excellent' Adjustment and the Adjustment level of another 2% of visually impaired adolescent girls is 'Very Unsatisfactory'. After the preliminary analysis, the detailed analysis of the collected data is presented under the following section on the basis of the objective formulated. Analysis and Interpretation of Objective I: To find out the correlation between Self Confidence and Total Adjustment of visually impaired adolescents. To analyze this objective, the investigator framed a research hypothesis as there is a significant correlation between Self Confidence and Total Adjustment of visually impaired adolescents. Correlation between the means of scores of Self Confidence and Total Adjustment among visually impaired adolescents was calculated on the basis of data collected and the result is shown in table 5.4.

**Karl Pearson's Product Moment Correlation of Self Confidence and Total Adjustment:**

Variables	Number of Students	Calculated 'r' Value	Theoretical 'r' Value	Level of Significance
Self Confidence	130	-.728	.228	Significant at 0.01 level
Total Adjustment				

From the table 5.4, it is observed that the absolute value of calculated coefficient of correlation 'r' value 0.728 is greater than the table value (critical value) 0.228 at 0.01 level. So, there is significant correlation between Self Confidence and Total Adjustment of visually impaired adolescents. The scores of Self Confidence and Total Adjustment are negatively correlated which in turn reveals that as the level of Self Confidence increases, the level of Total Adjustment also increases. Therefore we can conclude that there is a significant correlation between Self Confidence and Total Adjustment of visually impaired adolescents.

Analysis and Interpretation of Objective II: To find out the correlation between Self Confidence and Emotional Adjustment of visually impaired adolescents. Hypothesis as: There is a significant correlation between Self Confidence and Emotional Adjustment of visually impaired adolescents. Table 5.5

**Karl Pearson's Product Moment Correlation of Self Confidence and Emotional Adjustment:**

Variables	Number of Students	Calculated 'r' Value	Theoretical 'r' Value	Level of Significance
Self Confidence	130	-0.396	.228	Significant at 0.01 level
Emotional Adjustment				

Since the obtained 'r' value is negative. This shows that there is a negative correlation between the scores of Self Confidence and Emotional Adjustment. But a lower value of Emotional Adjustment indicates a higher level of Emotional Adjustment, so it may be concluded that as Self Confidence increases level of Emotional Adjustment also increases ie; there is a positive correlation between the variables though the obtained 'r' value is negative. From the table 5.5, it is observed that the absolute value of calculated coefficient of correlation 'r' value 0.396 is greater than the table value (critical value) 0.228 at 0.01 level. So, there is significant correlation between Self Confidence and Emotional Adjustment of visually impaired adolescents.

Analysis and Interpretation of Objective III: To find out the correlation between Self Confidence and Social Adjustment of visually impaired adolescents. Hypothesis as: There is a significant correlation between Self Confidence and Social Adjustment of visually impaired adolescents. Table 5.6

**Karl Pearson's Product Moment Correlation of Self Confidence and Social Adjustment:**

Variables	Number of Students	Calculated 'r' Value	Theoretical 'r' Value	Level of Significance
Self Confidence	130	-0.506	0.228	Significant at 0.01 level
Social Adjustment				

Since the obtained 'r' value is negative. This shows that there is a negative correlation between the scores of Self Confidence and Social Adjustment. But a lower value of Social Adjustment indicates a higher level of Social Adjustment, so it may be concluded that as Self Confidence increases level of Social Adjustment also increases ie; there is a positive correlation between the variables though the obtained 'r' value is negative. From the table 5.6, it is observed that the absolute value of calculated coefficient of correlation 'r' value 0.506 is greater than the table value (critical value) 0.228 at 0.01 level. So, there is significant correlation between Self Confidence and Social Adjustment of visually impaired adolescents.

Analysis and Interpretation of Objective IV: To find out the correlation between Self Confidence and Educational Adjustment of visually impaired adolescents. Hypothesis as: There is a significant correlation between Self Confidence and Educational Adjustment of visually impaired adolescents. Table 5.7

**Karl Pearson's Product Moment Correlation of Self Confidence and Educational Adjustment:**

Variables	Number of Students	Calculated 'r' Value	Theoretical 'r' Value	Level of Significance
Self Confidence	130	-0.640	0.228	Significant at 0.01 level
Educational Adjustment				

Since the obtained 'r' value is negative. This shows that there is a negative correlation between the scores of Self Confidence and Educational Adjustment. But a lower value of Educational Adjustment indicates a higher level of Educational Adjustment, so it may be concluded that as Self Confidence increases level of Educational Adjustment also increases ie; there is a positive correlation between the variables though the obtained 'r' value is negative. Analysis and Interpretation From the table 5.7, it is observed that the absolute value of calculated coefficient of correlation 'r' value 0.640 is greater than the table value (critical value) 0.228 at 0.01 level. So, there is significant correlation between Self Confidence and Educational Adjustment of visually impaired adolescents.

Analysis and Interpretation of Objective V: To find out whether there is any difference on Self Confidence between the visually impaired adolescent boys and girls. Hypothesis as: There is a significant difference between the means of scores of Self Confidence among the visually impaired adolescent boys and girls. Analysis and Interpretation Difference in the means of scores of Self Confidence between the visually impaired adolescent boys and girls was calculated on the basis of data collected and the result is shown in table 5.8



**Number (N), Mean (M), Standard Deviation (SD) and ‘t’ value of Self Confidence between the Visually Impaired Adolescent Boys and Girls:**

Variable	Gender	N	Mean	S.D	‘t’ value	Level of Significance
Self Confidence	Boys	77	93.57	7.689	3.369	0.01
	Girls	53	88.66	8.819		

\* df = 128

From the table 5.8, the means of scores of Self Confidence of visually impaired adolescent boys and girls were 93.57 and 88.66 respectively. Here the calculated ‘t’ value (3.369) is greater than that of the table value (2.62) at 0.01 level of significance. This shows that there is significant difference between the means of Self Confidence of visually impaired adolescent boys and girls. Hence the research hypothesis that there is a significant difference between the means of scores of Self Confidence among the visually impaired adolescent boys and girls is accepted. Therefore it is concluded that there is significant difference in Self Confidence between the visually impaired adolescent boys and girls.

Analysis and Interpretation of Objective VI: To find out whether there is any difference in Emotional Adjustment between the visually impaired adolescent boys and girls. hypothesis as: There is a significant difference between the means of scores of Emotional Adjustment among the visually impaired adolescent boys and girls. Difference in the means of scores of Emotional Adjustment among the visually impaired adolescent boys and girls was calculated on the basis of data collected and the result is shown in table 5.9

**Number (N), Mean (M), Standard Deviation (SD) and t value of Emotional Adjustment between the Visually Impaired Adolescent Boys and Girls:**

Variable	Gender	N	Mean	S.D	‘t’ Value	Level of Significance
Emotional Adjustment	Boys	77	2.55	2.168	-1.813	0.01
	Girls	53	3.25	2.156		

From the table 5.9, the means of scores of Emotional Adjustment of visually impaired adolescent boys and girls were 2.55 and 3.25 respectively. Here the absolute value of calculated ‘t’ (1.813) is less than that of the table value (2.62) at 0.01 level of significance. This shows that there is no significant difference between the means of scores of Emotional Adjustment of visually impaired adolescent boys and girls. Hence the research hypothesis that there is significant difference between the means of scores of Emotional Adjustment of visually impaired adolescent boys and girls is rejected. There is no significant difference in Emotional Adjustment between visually impaired adolescent boys and girls. There is no significant difference in Emotional Adjustment between the visually impaired adolescent boys and girls.

Analysis and Interpretation of Objective VII: To find out whether there is any difference in Social Adjustment between the visually impaired adolescent boys and girls. Hypothesis as: There is a significant difference between the means of scores of Social Adjustment among the visually impaired adolescent boys and girls. Difference in the means of scores of Social Adjustment between the visually impaired adolescent boys and girls were calculated on the basis of data collected and the result is shown in table 5.10

**Number (N), Mean (M), Standard Deviation (SD) and ‘t’ value of Social Adjustment Between Visually Impaired Adolescent Boys and Girls:**

Variable	Gender	N	Mean	S.D	t value	Level of Significance
Social Adjustment	Boys	77	5.43	2.262	-2.260	0.01
	Girls	53	6.42	2.692		

From the table 5.10, the means of scores of Social Adjustment of visually impaired adolescent boys and girls were 5.43 and 6.42 respectively. Here the absolute value of calculated ‘t’ (2.260) is less than that of the table value (2.62) at 0.01 level of significance. This shows that there is no significant difference between the means of scores of Social Adjustment of visually impaired adolescent boys and girls. Hence the research hypothesis that there is significant difference between the means of scores of Social Adjustment of visually impaired adolescent boys and girls is rejected. There is no significant difference on Social Adjustment between visually impaired adolescent boys and girls. Therefore, there is no significant difference in Social Adjustment between the visually impaired adolescent boys and girls.

Analysis and Interpretation of Objective VIII: To find out whether there is any difference in Educational Adjustment between the visually impaired adolescent boys and girls. Hypothesis as: There is a significant difference between the means of scores of Educational Adjustment among the visually impaired adolescent boys and girls. Difference in the means of scores of Educational Adjustment between the visually impaired adolescent boys and girls were calculated on the basis of data collected and the result is shown in table 5.11

**Number (N), Mean (M), Standard Deviation (SD) and t value of Educational Adjustment between the Visually Impaired Adolescent Boys and Girls:**

Variable	Gender	N	Mean	S.D	't' value	Level of Significance
Educational Adjustment	Boys	77	4.14	2.822	-2.740	0.01
	Girls	53	5.08	3.031		

From the table 5.11, the means of scores of Educational Adjustment of visually impaired adolescent boys and girls were 4.14 and 5.08 respectively. Here the absolute value of calculated 't' (2.740) is greater than that of the table value (2.62) at 0.01 level of significance. This shows that there is significant difference between the means of scores of Educational Adjustment of visually impaired adolescent boys and girls. Hence the research hypothesis that there is a significant difference between the means of scores of Educational Adjustment among the visually impaired adolescent boys and girls is accepted. There is significant difference in Educational Adjustment among visually impaired adolescent boys and girls. Therefore there is significant difference in Educational Adjustment between visually impaired adolescent boys and girls.

**Conclusion:**

The way we are perceived partly reflects who we are. The visually impaired population is extremely heterogeneous. There are varieties of impairments each limiting different aspects of vision. The word limiting should not be taken lightly. Hence, individuals who are blind must face the constant challenge of psychologically and socially adjusting to their disability. We can define adjustment as the process of responding to life's demands and stresses. The present study was to find out the relationship between Self confidence and Adjustment among visually impaired adolescents. Self confidence and Adjustment are the two important parameters essential to every visually impaired adolescent for their success in life. The present study clearly unveils that significant variation has been observed between Self confidence and Adjustment among visually impaired adolescents. So, psychological variable, Self confidence is significant and irrecoverable in categorizing sample. It indicates that psychological ingredient has paramount importance in raising the level of visually impaired adolescents. Nurturing and growth of the above psychological variables not only enhances the performance of the visually impaired adolescents but also improves the quality of life in different arena of life. The psychological variable has amazing impact on visually impaired adolescents performance and overall behaviour. Imbibing the above psychological concept in life, can change his/her life forever with a new mind set and perception. There is no limit to the improvement in potency and caliber through daily, constant practice for achieving higher levels of Self confidence which naturally improve the quality for better Adjustment. This study brought out following important results: The visually impaired adolescent boys have higher levels of Self confidence when compared with that of girls. There exist significant correlation between Self confidence and total Adjustment, Self confidence and Emotional adjustment, Self confidence and Social adjustment, Self confidence and Educational adjustment in between visually impaired adolescents. There is no significant difference in Social adjustment and Emotional adjustment between visually impaired adolescent boys and girls. And there is significant difference in Educational adjustment between visually impaired adolescent boys and girls.

**Major Findings of the Study:**

- ✓ The visually impaired adolescent boys have higher level of Self confidence compared with that of girls.
- ✓ There exist a significant positive correlation between Self confidence and total Adjustment of visually impaired adolescents.
- ✓ There is a significant correlation between Self confidence and Emotional adjustment of visually impaired adolescents.
- ✓ There exist a significant correlation between Self confidence and Social adjustment of visually impaired adolescents.
- ✓ There is a significant correlation between Self confidence and Educational adjustment of visually impaired adolescents.
- ✓ There is no significant difference in Social adjustment and Emotional adjustment between visually impaired adolescent boys and girls.
- ✓ There is a significant difference in Educational adjustment in between visually impaired adolescent boys and girls.

**Educational Implications of the Study:**

- ✓ This study may be helpful to the people, who are interested in wholesome development of the visually impaired adolescents.
- ✓ Various types of co-curricular activities should be organized frequently to promote qualities such as cooperation, tolerance, open mindedness and sharing of responsibilities to enhance the Self confidence and Adjustment of visually impaired adolescents.
- ✓ Self confidence scale should be administered in educational institutions in order to bring out improvements in the Self confidence and academic achievement of students.

- ✓ Self confidence is very essential to get a good academic record. So it is essential to improve this quality through training.
- ✓ In order to improve the Self confidence of students, the service of psychologists and counselors may be made available in all the schools, especially to schools where there are visually impaired adolescents.
- ✓ An individual is not born adjusted or maladjusted. But Education helps to adjust and adapt himself/herself to the needs and demands of the society. So it is essential to provide necessary training and programmes to improve the capacity of Adjustment of visually impaired adolescent boys and girls.

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