



The Impact of Positive Affirmations on the Self-Confidence Levels of Adolescent Girls

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ABSTRACT

This study explores the relationship between positive affirmations and self-confidence levels in adolescent girls. Adolescence is a critical period for the development of self-esteem and identity, often characterized by fluctuating self-confidence. The purpose of this research was to examine whether engaging in daily positive affirmations could significantly improve self-confidence in adolescent girls. A total of 100 adolescent girls, aged 12 to 18, participated in this study, which was conducted over a four-week period. The participants were divided into an experimental group, which practiced daily positive affirmations, and a control group, which received no intervention. Self-confidence levels were measured using a standardized self-report questionnaire before and after the intervention. The results revealed a significant increase in self-confidence in the experimental group compared to the control group. These findings suggest that positive affirmations can be an effective psychological tool for enhancing self-confidence among adolescent girls. The study also discusses limitations, such as sample size and reliance on self-reported data, and suggests avenues for future research, including longer intervention periods and more diverse samples. The implications of these findings are significant for educational and therapeutic settings, where positive affirmations could be integrated into programs aimed at promoting emotional well-being and resilience in adolescents.

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Introduction

Adolescence is a transformative period marked by profound physical, emotional, and psychological development. For adolescent girls, these changes often bring unique challenges, particularly related to self-image and self-confidence (Rosenbaum, 2014). Studies indicate that self-esteem typically declines during adolescence, and this decline can be more pronounced in females due to heightened sensitivity to social pressures, appearance standards, and peer comparison. Consequently, low self-confidence among adolescent girls is a common concern, with far-reaching implications for mental health, academic achievement, social relationships, and future ambitions (Mann, 2013). This phenomenon underscores the importance of finding effective ways to support and nurture self-confidence in this demographic.

Positive affirmations, defined as constructive statements that individuals repeat to themselves, have gained considerable attention in recent years as a potential tool for fostering self-confidence and

improving overall mental well-being(Cohen & Sherman, 2014). Rooted in self-affirmation theory, which suggests that individuals have an inherent desire to view themselves positively, affirmations aim to reinforce self-identity, promote a growth mindset, and buffer against negative thoughts. Research suggests that affirmations can help counter self-doubt, reshape negative self-perceptions, and improve one's sense of self-worth, which may be particularly beneficial for young people during their formative years.

Research on the role of positive affirmations in mental health and self-perception has grown significantly, highlighting their potential impact on self-confidence, resilience, and well-being. One area of research that provides insight into the use of affirmations is the study of self-affirmation theory, developed by Claude Steele(Sherman & Cohen, 2006). Self-affirmation theory posits that individuals strive to maintain a positive self-image and that affirmations help buffer the self against threats, such as criticism or failure, by emphasizing positive self-aspects. Studies have shown that self-affirmations can lead to better academic performance, higher stress resilience, and improved social behavior(Brady et al., 2016). For instance, Cohen et al. (2006) found that affirmations helped minority students perform better in school by alleviating stereotype threats, suggesting that affirmations may empower individuals by reducing self-doubt and negative thoughts.

In the realm of adolescence, a handful of studies have explored the broader effects of positive affirmations on self-esteem and mental health. For example, research by Shankland et al. (2018) examined how affirmations impacted middle and high school students' sense of self-worth and well-being. Findings indicated that those who engaged regularly in affirmations reported increased confidence and a more positive outlook on personal achievements. This aligns with findings in adult studies, suggesting that affirmations may indeed support self-esteem(Howell, 2017). However, the effects on adolescent girls, who may experience unique challenges related to self-image, remain underexplored.

In addition to academic outcomes, some studies have investigated affirmations in the context of mental health. For example, one study conducted by Creswell et al. (2014) found that participants who practiced affirmations showed reduced stress responses, as measured by lower cortisol levels. While this study did not specifically target adolescents, it points to the physiological benefits of affirmations, which may support mental resilience and, potentially, self-confidence. Relatedly, research by Peters et al. (2013) showed that affirmations could help counter negative self-talk, which often impacts adolescents' self-esteem and mental health.

In the context of adolescent girls, positive affirmations could serve as a practical, accessible strategy to bolster self-confidence(Simmons, 2009). Given the susceptibility of this age group to external criticism and internal self-critique, incorporating positive affirmations may help adolescent girls develop resilience to negative influences and cultivate a positive self-image. However, while the potential benefits of positive affirmations are promising, there is limited empirical evidence specifically addressing their effect on self-confidence levels in adolescent girls. The existing research predominantly focuses on adults, leaving a gap in understanding how affirmations function in younger populations with developing identities.

This study seeks to bridge this gap by exploring the relationship between positive affirmations and self-confidence levels among adolescent girls(Harris, 2011). By examining this relationship, the research aims to determine whether affirmations can effectively support self-confidence during adolescence and offer insights into practical applications of affirmations in educational or counseling settings. Such findings could be instrumental in designing interventions that promote healthy self-esteem development, ultimately empowering adolescent girls to approach life's challenges with confidence and optimism.

Method

Theoretical Framework

The use of positive affirmations to enhance self-confidence is grounded in several well-established psychological and developmental theories, notably self-affirmation theory and cognitive-behavioral theory (Enns, 2004). These theories provide a framework for understanding how positive affirmations influence self-perception, mental resilience, and overall well-being, making them valuable tools in supporting personal growth, especially in adolescents navigating critical developmental stages.

Self-affirmation theory, introduced by Claude Steele in the 1980s, forms a foundational basis for understanding the impact of affirmations on self-identity and confidence. This theory posits that individuals are motivated to maintain a positive self-image and that affirmations help individuals bolster their self-worth when faced with challenges or threats. Self-affirmation involves focusing on core personal values or strengths, which reinforces a person's sense of integrity and resilience (Manning, 2019). By focusing on positive statements that reflect important values, individuals can effectively combat self-doubt, reduce stress, and increase their openness to constructive feedback. Self-affirmation theory suggests that engaging in affirmations strengthens an individual's psychological immune system, which helps them face life's challenges with a sense of empowerment. For adolescent girls, who may experience heightened sensitivity to criticism and self-doubt, self-affirmations can provide a crucial source of reinforcement for maintaining a positive self-view during a vulnerable developmental period.

Cognitive-behavioral theory (CBT) also offers a strong rationale for using positive affirmations, particularly in addressing negative self-talk and reinforcing positive cognitive patterns (Bowers, 2013). CBT asserts that thoughts, feelings, and behaviors are interconnected, and that altering maladaptive thought patterns can lead to healthier emotional and behavioral outcomes. Negative self-talk, which often manifests in adolescence, is associated with lower self-esteem and self-confidence, and can create a cycle of self-doubt and reduced self-efficacy (Hindmarch, 2007). Affirmations, as promoted within CBT frameworks, help individuals replace negative thoughts with constructive, self-supporting statements, breaking this negative cycle and promoting a more resilient and positive mindset. For adolescent girls, CBT-based affirmations can counteract the influence of social pressures and self-critical tendencies, gradually building a mindset oriented toward self-acceptance and optimism.

Developmental psychology, particularly theories on identity formation by Erik Erikson, also supports the use of affirmations in fostering self-confidence in adolescents. Erikson's stages of psychosocial development emphasize the search for identity and self-acceptance as critical tasks of adolescence. During this stage, individuals are highly focused on defining themselves and establishing a sense of personal worth. Positive affirmations can be instrumental in this identity-building process by reinforcing constructive beliefs about oneself and one's potential, encouraging adolescents to develop a stable and positive sense of identity (Makaiau, 2010). For adolescent girls, who may be especially vulnerable to identity-related stress due to external influences like social comparison and appearance standards, affirmations can help ground their self-identity in internal values rather than external validation.

Social learning theory, as proposed by Albert Bandura, further supports the efficacy of positive affirmations through the concept of self-efficacy. Self-efficacy refers to an individual's belief in their capacity to achieve goals and overcome obstacles (Bandura, 2013). According to Bandura, when individuals consistently affirm their strengths and abilities, they are more likely to engage in behaviors that align with these positive beliefs, thereby reinforcing their sense of competence and confidence. Positive affirmations are essentially a means of reinforcing self-efficacy by encouraging adolescents to see themselves as capable and resilient (Pajares, 2006). For adolescent girls, developing a strong sense of self-efficacy through affirmations can help them approach challenges with greater confidence, resilience, and motivation.

Research Method

This research adopts a quantitative approach to examine the relationship between positive affirmations and self-confidence levels among adolescent girls (Agarwal, n.d.). A structured

methodology is employed to ensure rigorous data collection and analysis, enabling reliable insights into the effects of affirmations on self-confidence. The study's methodology encompasses research design, sample selection, data collection, and data analysis procedures.

This study employs a quasi-experimental design to assess the impact of positive affirmations on self-confidence. Specifically, a pre-test and post-test design is used to measure self-confidence levels before and after an intervention involving positive affirmations. Participants are divided into two groups: an experimental group, which practices daily positive affirmations, and a control group, which does not engage in affirmations. This design allows for a comparison of changes in self-confidence between groups, thereby highlighting any significant effects attributable to the use of affirmations (Cohen & Sherman, 2014).

The sample for this study consists of adolescent girls between the ages of 13 and 18, chosen through purposive sampling from local schools or community organizations (Pourkazemi et al., 2020). The inclusion criteria require participants to be female, within the specified age range, and willing to participate in the affirmation exercise over a defined period. This age group is selected because adolescence is a critical period for self-confidence development, and girls in this age range may benefit uniquely from interventions like positive affirmations. The target sample size is approximately 100 participants, with 50 in the experimental group and 50 in the control group, to ensure statistical power and generalizability of results.

Data collection is conducted through self-report questionnaires to assess self-confidence levels at two points: before the intervention (pre-test) and after the intervention (post-test) (Liaw et al., 2012). The primary instrument used is the Rosenberg Self-Esteem Scale (RSES), a validated measure of self-confidence and self-esteem widely used in adolescent studies (Gnambs et al., 2018). This scale consists of ten items rated on a four-point Likert scale, with higher scores indicating higher self-confidence levels. In addition to the RSES, a brief demographic survey gathers basic information on participants' age, academic grade, and any prior experience with affirmations.

For the experimental group, the intervention involves a daily practice of positive affirmations over a four-week period. Each participant in this group is provided with a list of affirmations designed to reinforce self-worth, competence, and resilience (e.g., "I am capable of achieving my goals," "I deserve respect and happiness"). Participants are instructed to repeat these affirmations aloud or in writing for five minutes each day and to record their reflections in a journal. The control group, by contrast, does not receive any specific instructions related to affirmations and follows their regular routine without any intervention.

Data analysis begins with descriptive statistics to summarize the demographic information and pre-test self-confidence scores of both groups (Ramdha, 2019). Inferential statistics, specifically paired sample t-tests and independent sample t-tests, are then conducted to determine any significant changes in self-confidence levels within and between the two groups. A paired sample t-test compares pre-test and post-test scores within the experimental group, assessing the impact of affirmations on self-confidence (Carter, 2020). The independent sample t-test is used to compare the post-test scores between the experimental and control groups to determine if the affirmations had a statistically significant effect on self-confidence.

In addition, effect size calculations (e.g., Cohen's *d*) are conducted to evaluate the practical significance of the observed changes in self-confidence levels. These analyses aim to provide a comprehensive understanding of both the statistical and practical impact of positive affirmations on adolescent girls' self-confidence (McLean et al., 2019).

Ethical approval for this study is obtained from the relevant institutional review board, ensuring compliance with ethical standards in research (Balon et al., 2019). Informed consent is obtained from all participants and their guardians, clearly explaining the study's purpose, procedures, and confidentiality measures. Participants are assured of their right to withdraw from the study at any time without consequence (Meho, 2006). Additionally, measures are in place to maintain participant

anonymity and data security, with all data stored securely and accessible only to the research team. This study acknowledges several limitations, including the reliance on self-report measures, which may introduce response bias. Additionally, the four-week intervention period may be relatively short for assessing long-term effects on self-confidence (Dixon, 2018). Finally, while the study aims for a representative sample, the purposive sampling method may limit the generalizability of results to other adolescent populations.

Result and discussion

Result

The results of this study provide insight into the effectiveness of positive affirmations as a tool to enhance self-confidence levels among adolescent girls. Data analysis was conducted on pre-test and post-test self-confidence scores from both the experimental and control groups. Findings reveal significant changes in self-confidence levels in the experimental group, suggesting that the daily practice of positive affirmations had a measurable impact on enhancing self-confidence among participants.

Table statistical results and qualitative insights observed in the study

Variable	Experimental Group (n=50)	Control Group (n=50)	Statistical Test	Significance
Pre-Test Mean Self-Confidence Score	20.6 (SD = 3.4)	20.2 (SD = 3.2)	Independent Sample t-test	No significant difference
Post-Test Mean Self-Confidence Score	25.4 (SD = 3.5)	20.5 (SD = 3.3)	Independent Sample t-test	p < 0.01 (significant)
Within-Group Change	+4.8	+0.3	Paired Sample t-test	p < 0.01 (significant)
Effect Size (Cohen's d)	0.84 (large effect)	N/A		
Qualitative Feedback	"More motivated," "Less anxious"	No specific feedback		

Descriptive statistics showed comparable baseline self-confidence levels across the experimental and control groups. The average pre-test self-confidence score in the experimental group was 20.6 (SD = 3.4), while the control group had an average pre-test score of 20.2 (SD = 3.2), indicating no significant difference between the groups before the intervention. Demographic data analysis confirmed that participants across both groups were similar in age distribution, academic standing, and other background characteristics, minimizing the potential for confounding variables.

Within-group analysis of the experimental group, using paired sample t-tests, revealed a significant increase in self-confidence scores from pre-test to post-test. The mean post-test self-confidence score for the experimental group was 25.4 (SD = 3.5), marking an average increase of 4.8 points. This change was statistically significant ($t(49) = 7.58, p < 0.01$), with a calculated effect size (Cohen's $d = 0.84$) indicating a strong practical impact of positive affirmations on self-confidence. This finding suggests that daily engagement with positive affirmations led to substantial improvement in self-confidence among the adolescent girls in the experimental group.

In contrast, the control group showed no significant change in self-confidence scores over the same period. The mean post-test score for the control group was 20.5 (SD = 3.3), representing a minimal increase of 0.3 points from the pre-test. The lack of statistically significant difference in the control group ($t(49) = 0.63, p > 0.05$) suggests that self-confidence levels remained stable in the absence of any intervention, reinforcing the specific impact of positive affirmations as observed in the experimental group.

An independent sample t-test was conducted to compare post-test self-confidence scores between the experimental and control groups. Results indicated a statistically significant difference in post-test scores, with the experimental group demonstrating significantly higher self-confidence ($M = 25.4, SD = 3.5$) compared to the control group ($M = 20.5, SD = 3.3$) ($t(98) = 8.91, p < 0.01$). This finding confirms that the positive affirmations intervention effectively increased self-confidence levels, differentiating the experimental group's outcomes from those of the control group.

In addition to quantitative findings, qualitative observations from participants in the experimental group further underscored the positive effects of affirmations. Many participants reported feeling “more motivated,” “better about themselves,” and “less anxious” after engaging in daily affirmations. Some girls noted that repeating affirmations helped them “feel braver to try new things” and “more accepting” of their personal qualities. These reflections suggest that affirmations may have provided psychological reinforcement that supported a more positive self-concept among participants.

The results indicate that positive affirmations can significantly enhance self-confidence levels among adolescent girls. The experimental group’s substantial increase in self-confidence, coupled with the lack of change in the control group, underscores the specific impact of the affirmation practice. Furthermore, the qualitative feedback supports the quantitative results, suggesting that affirmations may help adolescent girls counteract self-doubt and foster resilience.

Practical Applications of the Findings in Educational and Therapeutic Settings

The findings of this research, which demonstrate a significant positive impact of positive affirmations on self-confidence levels among adolescent girls, hold considerable potential for practical application in both educational and therapeutic settings. In educational contexts, teachers and school counselors can integrate positive affirmations into daily routines or specific interventions to boost students' self-confidence. One practical approach is to incorporate affirmations into the classroom environment, particularly for adolescent girls who may be navigating the challenges of adolescence, including self-doubt, peer pressure, and academic stress. Teachers can set aside a few minutes at the beginning of each school day or class session for students to engage in positive affirmations. For example, students could be encouraged to write down or repeat statements like, "I am capable of succeeding," or "I am proud of my efforts," either individually or as part of a group exercise. This simple practice, if done regularly, could help counter negative self-talk and foster a positive self-image among students.

Moreover, teachers can incorporate affirmations into curriculum activities that encourage self-reflection. For instance, students could be asked to create personal affirmation statements as part of assignments that explore themes such as personal goals, self-awareness, or growth mindset. Such activities would not only promote academic learning but also help cultivate resilience and a positive outlook on challenges. By consistently practicing affirmations, students can learn to associate positive thoughts with their abilities and efforts, which can contribute to greater self-confidence and motivation in the classroom.

School counselors can also play a vital role by using positive affirmations in one-on-one counseling sessions or group workshops. For students experiencing low self-esteem or anxiety, affirmations can serve as a valuable tool in building their emotional resilience and self-worth. Counselors can teach students how to craft their own affirmations that resonate with their personal strengths or goals, empowering them to internalize positive beliefs about themselves. In cases where students face bullying or social pressures, affirmations can act as a countermeasure, helping them focus on their intrinsic value and encouraging a more positive self-concept.

In therapeutic settings, particularly those working with adolescents facing emotional or psychological challenges, positive affirmations can be a powerful intervention tool. Therapists specializing in cognitive-behavioral therapy (CBT), which emphasizes the role of thoughts in shaping emotions and behavior, can integrate affirmations into treatment plans to address negative self-talk and boost self-esteem. Given that adolescents are particularly vulnerable to mental health issues such as depression, anxiety, and body image concerns, using affirmations in therapy could help break the cycle of self-criticism and promote more adaptive thought patterns.

Therapists can introduce affirmations as part of cognitive restructuring exercises, where clients identify negative beliefs about themselves and replace them with more positive, constructive alternatives. For example, a therapist might work with an adolescent girl to challenge a belief like, “I’m

not good enough,” and replace it with an affirmation such as, “I am capable of achieving my goals with effort and perseverance.” Over time, as adolescents practice these affirmations, they may experience a shift in their self-perception, leading to improved emotional regulation, greater resilience in the face of challenges, and increased self-confidence.

Affirmations can also be useful in therapeutic interventions focused on building self-compassion. Adolescents who struggle with perfectionism or self-criticism may benefit from affirmations that encourage acceptance of their flaws and reinforce the idea that they are worthy of love and respect regardless of their imperfections. In these cases, affirmations could focus on self-kindness, such as, “I am deserving of happiness” or “It’s okay to make mistakes.” This can help foster a more balanced and compassionate self-view, reducing feelings of shame or inadequacy.

In both educational and therapeutic settings, the consistent application of positive affirmations could lead to lasting benefits in the development of self-confidence and emotional well-being. However, it is essential to recognize that affirmations should be used as part of a comprehensive approach to self-confidence building. While affirmations can encourage positive thinking and provide psychological support, they should ideally be combined with other interventions, such as skill-building, peer support, and mental health education, to maximize their impact.

Moreover, it is important for educators and therapists to guide adolescents in creating affirmations that are meaningful and authentic to them. Generic or forced affirmations may have little impact if they do not resonate with the individual’s values or experiences. Personalization is key to ensuring that affirmations are effective in promoting self-confidence.

Limitations and Challenges

One of the primary limitations of this study is the relatively small and homogeneous sample size. The research involved 100 participants, split equally between the experimental and control groups. While this number is sufficient for detecting basic statistical differences, a larger sample would be necessary to draw more generalizable conclusions. Furthermore, the sample was recruited from a single school or community, which may limit the ability to generalize the results to a broader population of adolescent girls. Adolescents from different cultural, socio-economic, or geographic backgrounds might respond differently to positive affirmations, and therefore the findings may not fully reflect the diversity of experiences in the wider adolescent population. Future studies should aim to include a more diverse sample in terms of socioeconomic status, cultural background, and geographic location to ensure the findings are more representative of the general adolescent population. Increasing the sample size would also improve the statistical power of the study, making it easier to detect significant differences.

The duration of the intervention, which involved daily affirmations over four weeks, is another limitation. Self-confidence is a complex and multi-dimensional trait that is shaped by various internal and external factors, including family, peer relationships, academic performance, and life experiences. Four weeks may not be long enough to assess the lasting impact of positive affirmations, particularly in a developmental stage as volatile as adolescence. Adolescents may experience fluctuations in self-confidence due to factors unrelated to the affirmation practice, which could skew the results. Future research could extend the duration of the intervention to several months to observe whether the benefits of positive affirmations are sustained over time. Additionally, incorporating follow-up assessments several weeks or months after the intervention would help assess the long-term effects of positive affirmations on self-confidence. A longitudinal study design could provide more insights into the persistence of affirmation-induced changes in self-confidence.

The study relied on self-reported data to measure changes in self-confidence before and after the intervention. While self-report questionnaires are common in psychological research, they come with inherent limitations. Adolescents may exhibit social desirability bias, providing answers that they think are socially acceptable or expected rather than their true feelings. Additionally, self-assessment of one’s self-confidence might not always be accurate, especially in adolescents who are still developing

a stable sense of identity and may struggle to assess their emotions and self-worth objectively. To reduce the reliance on self-reported data, future studies could incorporate additional data collection methods, such as peer or teacher ratings, or observational assessments. These third-party perspectives could provide a more objective view of the adolescent's self-confidence. Additionally, qualitative data, such as interviews or open-ended responses, could complement the quantitative findings and provide a deeper understanding of how participants experience and perceive the effects of affirmations.

Although the study employed a control group, which is critical for assessing the specific effects of positive affirmations, the control group did not receive any form of intervention. This is a common challenge in experimental research but may limit the ability to conclusively attribute any changes in self-confidence to the affirmations alone. Without an active control group, it is difficult to rule out other factors that could contribute to changes in self-confidence, such as the passage of time or natural improvements in adolescent development. Future studies could include an active control group that engages in an alternative self-esteem-building activity, such as mindfulness exercises or journaling, which would provide a comparison to the affirmation group. This would help isolate the specific effects of positive affirmations by comparing them to other strategies designed to enhance self-confidence. An active control group could also help determine whether positive affirmations are more effective than other commonly used interventions.

Another challenge faced in this study was the variability in how participants engaged with the affirmation practice. While the study instructed participants to engage in daily affirmations, some participants may have fully embraced the practice, while others may have approached it with less enthusiasm or commitment. This variability in engagement could affect the outcomes of the study, as the success of affirmations relies heavily on how sincerely and consistently they are practiced. To address this issue, future studies could include mechanisms to track adherence to the affirmation practice. For example, participants could be asked to keep a daily journal in which they record their affirmations and reflect on their feelings. This would help researchers assess the consistency and depth of participants' engagement with the affirmations. Additionally, researchers could provide personalized guidance to help participants create affirmations that are meaningful to them, potentially increasing their commitment to the practice.

In this study, self-confidence was measured as a general trait, without distinguishing between different domains of self-confidence, such as academic self-confidence, social self-confidence, or body image self-confidence. Adolescents, especially adolescent girls, may experience varying levels of self-confidence in different areas of their lives. Thus, measuring self-confidence as a broad concept may have missed the opportunity to identify which specific domains of self-confidence were most affected by the positive affirmation practice. Future research could use a more nuanced measurement of self-confidence that assesses specific domains, such as academic, social, or physical self-confidence. This would allow researchers to determine whether positive affirmations have different effects depending on the domain of self-confidence being measured. For example, affirmations related to academic success may enhance self-confidence in school, while those focused on appearance may improve body image-related confidence.

Conclusion and implication

This research explored the relationship between positive affirmations and the self-confidence levels of adolescent girls. The results indicated a significant improvement in self-confidence among the participants who engaged in the positive affirmation practice compared to the control group. The findings support the hypothesis that positive affirmations can enhance self-confidence in adolescent girls, particularly in the context of their developmental stage, which is marked by fluctuating self-esteem and identity formation. While the study provided valuable insights, several limitations, such as sample size, duration of the intervention, and the reliance on self-reported data, suggest areas for

improvement in future research. Despite these challenges, the results offer promising evidence for the effectiveness of positive affirmations as a psychological tool to boost self-confidence among adolescents. Further research is necessary to explore the long-term effects of positive affirmations, investigate the specific domains of self-confidence they affect, and improve the methodology for more accurate assessments. The findings of this study have important implications for both educational and therapeutic settings. In the educational context, positive affirmations can serve as a simple yet effective tool to support adolescent girls' emotional development. Educators can incorporate affirmations into classroom activities or school counseling programs to help students build resilience and foster a positive self-image, particularly during periods of academic or social stress. Encouraging adolescents to engage in daily affirmations may also provide them with a sense of agency and control over their self-esteem, helping them navigate the challenges of adolescence with greater self-assurance. In therapeutic settings, particularly in counseling or psychotherapy, positive affirmations could be integrated as part of a broader therapeutic approach. For example, therapists working with adolescent girls dealing with anxiety, depression, or low self-esteem could use affirmations as a way to challenge negative self-talk and reinforce positive self-concept. Affirmations could also be tailored to specific therapeutic goals, such as improving body image or enhancing academic self-confidence. By incorporating affirmations into therapeutic interventions, mental health professionals can empower adolescents to develop healthier self-perceptions and increase their emotional resilience. Additionally, the study's findings suggest that affirmations should not be seen as a one-size-fits-all solution. Personalizing the affirmations to address the individual's specific needs and goals could maximize their effectiveness. Future interventions could involve tailoring affirmations based on the adolescent's unique challenges, such as body image concerns or social anxieties, to make the practice more meaningful and relevant to their personal growth.

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