

## SELF-CONFIDENCE AMONG SENIOR SECONDARY SCHOOL GOING STUDENTS

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### ABSTRACT

*The present study was conducted to study self confidence among senior secondary school going students. The total sample of 200 secondary school students was taken from the Moga and Ferozepur district of Punjab to collect the requisite data for the present study. Agnihotri's Self-Confidence Inventory (ASCI) by Gupta (1985) was used for analysis and interpretation of data. Mean, Standard Deviation, t-test statistical techniques employed to find out the mean difference between different variables. The conclusions have been derived from the present investigation that there is significant difference in self-confidence between government and private, male and female senior secondary school going students. There is no significant difference in self-confidence between rural and urban senior secondary school going students.*

*Keywords: Self-Confidence, Senior Secondary School Students.*

### INTRODUCTION

Confidence is learned, it is not inherited. If you lack confidence, it probably means that, as a child, you were criticized, undermined, or suffered an explicable tragic loss, for which you either blamed by others. A lack of confidence isn't necessarily permanent but it can be if isn't addressed. Our religion, the influence of the culture which formed our perspectives, our gender, social class and our parents, in particular, are all factors which influence and contribute to our level of confidence. Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of

ambition and our abilities. It is characterized personal attributes such as assertiveness, optimism, enthusiasm, affective, pride, independence, trust, the ability to handle criticism and emotional maturity. Having self-confidence does not mean that individuals will be able to do everything. Self-confident people may have expectations that are not realistic. However, even when some of their expectations are not met, they continue to be positive and to accept themselves.

#### SELF-CONFIDENCE

The faith or belief in one's strength and ability is called self-confidence. The concept of self-confidence determines the behavior of the individual and is key to the understanding of his personality. One of the traits of good personality is self-confidence. It leads to self-loyalty and self-fulfillment. Self-integrity refers to the union or harmony between the actual self (What you are) and desired self (what you want to become) needs of the individual. According to Dictionary of Education by Carter V. Good (1959), "Self-Confidence means faith in one's own ability." It refers to a person's perceived ability to tackle situation successfully without learning on other and to have a positive self-evaluation."

#### DEFINITION OF SELF CONFIDENCE

According to Silvers (2007) "Self-Confidence can be defined as the strong relationship between a person's thoughts, feelings and behavior which if motivated correctly can help an individual excel with confidence in anything they try to do."

#### JUSTIFICATION OF THE STUDY

Education is a powerful instrument of social, economic and political change. It has to be related to the long term national development in which the country is engaged and the problem it is called upon to face. Other agencies may help, but the only instrument that can reach all people is the education. But our education system is anti-creative. The unchallenging classroom activities fail to produce self-confident and emotionally mature among persons. Self-Confidence is related with success in general and academic achievement in particular. A confident attitude, a belief and a faith in one's capacities and ideals are essential for success but it is also remembered that self-

confidence grows with means it is desirable to develop the qualities like emotional maturity and courage within ourselves to be successful. A self-confident and courageous essentially will be successful. Moreover, after seeing the search literature it has been found that very little work has been done in this field and therefore and there is ample scope to explore this field further.

#### STATEMENT OF THE PROBLEM

#### SELF CONFIDENCE AMONG SENIOR SECONDARY SCHOOL GOING STUDENTS

#### OBJECTIVES OF THE STUDY

1. To study the Self-Confidence between government and private among senior secondary school going students.
2. To study the self-confidence between rural and urban among senior secondary school going students.
3. To study the self-confidence between male and female among senior secondary school going students.

#### HYPOTHESES OF THE STUDY

1. There exists no significant difference in self-confidence between government and private senior secondary school going students.
2. There exists no significant difference in self-confidence between rural and urban senior secondary school going students.
3. There exists no significant difference in self-confidence between male and female senior secondary school going students.

#### DELIMITATIONS OF THE STUDY

1. The study was delimited to two hundred senior secondary students of different schools at Moga and Ferozpur districts.

2. The study was delimited to hundred male and hundred female senior secondary school going students.

#### SAMPLE OF THE STUDY

The sample of present study was consisted 200 senior secondary school students belonging to Moga and Ferozpur district which was taken through random sampling technique.

#### TOOLS USED

Aynsworth's Self-Confidence Inventory (ASCI) by Gupta (1993).

#### STATISTICAL TECHNIQUES USED

Mean, Standard Deviation, t-test.

#### HYPOTHESIS NO.1

There exists no significant difference between govt. and private school going students.

Table 1

Showing the comparative view of self-confidence of govt. and private sr. sec. school going students.

Type of School	N	Mean	SD	Mean	S.E. (d)	t-value
						Diff (d)
Government	100	30.50	7.68	3.35	1.16	2.88
Private	100	27.17	8.62			Significant at 0.01 level

Table 1 shows that there is significant difference in the mean scores of govt. and private among sr. sec. school going students. The mean score of govt. school students is 30.50 and private school students is 27.17. The S.D. of both groups is 7.68 and 8.62 respectively. The calculated t-value is 2.88, the tabulated t-value at 0.01 level and 0.05 level are 2.58 and 1.99 respectively. Since the calculated value is higher at 0.01 level than tabulated value. This indicates that there is significant mean difference in self-confidence between government and private. Therefore, the hypothesis no.1 "There exists no significant difference in self-confidence between government and private senior secondary school going students." is rejected.

#### HYPOTHESIS 2

There exists no significant difference in self-confidence between rural and urban senior secondary school going students.

Table 2 Showing the comparative view of self-confidence between rural and urban sr. sec. school going students.

Locality of School	N	Mean	SD	Mean	S.E. (d)	t-value
						Diff (d)
Rural	100	28.78	8.13	0.18	0.27	0.09
Urban	100	28.59	8.54			Insignificant at 0.01 level

Table 2 shows the mean score of rural school students is 28.78 and urban school student is 28.59. The S.D. of both groups is 8.13 and 8.54 respectively. The calculated t-value is 0.09, the tabulated t-value at 0.01 level and 0.05 level are 2.58 and 1.99 respectively. Since the calculated value is lower than at 0.01 level than tabulated value. This indicates that there is insignificant mean difference in self-confidence between rural and urban sr. sec. school students. Therefore, the hypothesis no.2 "There exists no significant difference in self-confidence between rural and urban senior secondary school going students" is accepted.

**HYPOTHESIS 1**

There exists no significant difference in self-confidence between male and female senior secondary school going students.

Gender	N	Mean	SD	Mean	S.E. (SD)	t-value
						Df (2)
Male	100	27.30	7.72	3.07	1.16	2.65
Female	102	30.37	8.63			Significant at 0.05 level

The mean score of male students is 27.30 and female student is 30.37. The S.D. of both groups is 7.72 and 8.63 respectively. The calculated t-value is 2.65, the tabulated t-value at 0.01 level and 0.05 level are 2.58 and 1.96 respectively. Since the calculated value is higher than a 0.01 level than tabulated value. This indicates that there is significant mean difference in self-confidence between male and female. Therefore the hypothesis no.1 "There exists no significant difference in self-confidence between male and female senior secondary school going students" is rejected.

**MAJOR FINDINGS OF THE STUDY**

The following conclusions have been derived from the present investigation:-

1. There is significant difference in self-confidence between government and private senior secondary school going students. So, 1 hypothesis is rejected.
2. There is no significant difference in self-confidence between rural and urban senior secondary school going students. So, 2 hypothesis is accepted.
3. There is significant difference in self-confidence between male and female senior secondary school going students. So, 3 hypothesis is rejected.

**CONCLUSION**

Although, some ground has been explored but the vast ocean in the field remains unexplored which will serve the purpose of an incentive to the coming researcher to go ahead with the project first where it has been left.

**EDUCATIONAL IMPLICATIONS OF THE STUDY**

1. The present study will help the teacher and parents to understand the self-confidence among senior secondary school students.
2. The findings of investigation helps the parents to help their children to channel their every useful and productive areas. The study also helps the parents to inculcate moral ethical self confidence among their own children for better life in every sphere of life.
3. The present study also helps the teachers in knowing and evaluating the behavior of their children in the light of their self-confidence.
4. It also encourages the teachers to become a role model before their students and inculcating good self confidence among them for their better life.

**SUGGESTIONS OF THE STUDY**

1. Similar study with a large sample and at different age level can be conducted to make findings more reliable.
2. The study of same nature can be undertaken for different districts.
3. The study may be conducted on students other than senior secondary school going students.

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