

A STUDY OF SELF CONFIDENCE OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SEX, AREA AND STREAMS OF STUDY

¹Kanchan Kumari, ² Abhishek Mahajan, ³ Neetu
¹M.Ed. Scholar, ² Ph.D. Research Scholar, ³ Ph.D. Research Scholar
Department Of Education,
Himachal Pradesh University, Shimla, India.

Abstract: The present study has been conducted on a sample of 300 students of Kangra district (Himachal Pradesh) to study the Self-Confidence of Senior Secondary School Students in relation on their Sex, Area and Streams of study. Random sampling technique was used for selection of the sample. The total numbers of students were selected from four government senior secondary schools (two each from rural and urban areas) of Kangra district. The data was analyzed statistically by using mean, standard deviation, t-test. Findings of the study revealed that no significant difference in the level of self-confidence of the students in relation to their Area of residence. There is no significant difference in the level of self-confidence of the students in relation to their Sex. It was also found that there exists a significant difference in the level of self-confidence of the students in relation to their Streams of study.

Key Words - Self-Confidence, Senior Secondary School Students, Sex, Area, Streams of Study.

I. INTRODUCTION:

The concept of **self-confidence** self-assurance in one's personal judgment, ability, power, etc. One's self confidence increases from experiences of having mastered particular activities. It is a positive belief that in the future one can generally accomplish what one wishes to do. Self-confidence is not the same as self-esteem, which is an evaluation of one's own worth, whereas self-confidence is more specifically trust in one's ability to achieve some goal, which one meta-analysis suggested is similar to generalization of self-efficacy. Abraham Maslow and many others after him have emphasized the need to distinguish between self-confidence as a generalized personality characteristic, and self-confidence with respect to a specific task, ability or challenge (i.e. self-efficacy). Self-confidence typically refers to general self-confidence. This is different from self-efficacy, which psychologist Albert Bandura has defined as a "belief in one's ability to succeed in specific situations or accomplish a task" and therefore is the term that more accurately refers to specific self-confidence. Psychologists have long noted that a person can possess self-confidence that he or she can complete a specific task (self-efficacy) (e.g. cook a good meal or write a good novel) even though they may lack general self-confidence, or conversely be self-confident though they lack the self-efficacy to achieve a particular task (e.g. write a novel). These two types of self-confidence are, however, correlated with each other, and for this reason can be easily conflated. Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. 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. Self-confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults. The term self-confidence is used to refer to individual's judgment about themselves. Children with over all high self-confidence are confident about their abilities to accomplish their goals, academic competence and relationship with parents and peers. Children with low self-confidence tend to be apprehensive about voicing unpopular or unusual ideas and avoid attracting attention.

II. REVIEW OF LITERATURE:

- **Ruth Yasemin Erol and Ulrich Orth (2011)**, examined the development of self-esteem which constitute self-confidence in adolescence and young adulthood. Data came from the Young Adults section of the National Longitudinal Survey of Youth, which includes 8 assessments across a 14 years. Latent growth curve analyses indicated the self-esteem increases during adolescence and continues to increase more slowly in young adulthood. Women and men did not differ in their self-esteem trajectories.

- **Goel M. Aggarwal P (2012)** reported self-confidence is one of the personality trait which is a composite of a person's thought and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth. They further described self-confidence as ability to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation. They report self-confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, fairly assertive and having leadership qualities.

- **Khemchandani B (2016)** carried out a study on self-confidence among B.ed. Teacher Trainees in relation to their age and medium of instruction. Sample comprised of 80 B.ed. teacher trainee of Ulhasnagar region through convenient sampling method. The test was Agnihotri's Self-confidence Inventory (ASCI) developed by Agnihotri and Dr. Rekha Gupta. The finding revealed that very few B.ed. teacher trainees were having 'very high' self-confidence, many teacher trainees had 'high' self-confidence, majority of the teacher trainees were having 'average' self-confidence, few teacher trainees had 'low' self-confidence and very few teacher trainees were having 'very low' self-confidence.

III. OBJECTIVES OF THE STUDY:

Following were the objectives of the study:

- To study and compare self-confidence level of students in Relation to their Area of residence.
- To study and compare self-confidence level of students in Relation to their Sex.
- To study and compare the self-confidence level of students in relation to their Area of residence and Sex.
- To study and compare the self-confidence level of students in relation to their Sex and Streams of study.
- To study and compare the self-confidence level of students in relation to their Area of residence and Streams of study.

IV. HYPOTHESIS OF THE STUDY:

Following were the hypothesis of the study:

- There will be no significant difference in the self-confidence level of Students in relation to their Area of residence.
- There will be no significant difference in the self-confidence level of Students in relation to their Sex.
- There will be no significant difference in the self-confidence level of Students in relation to their Stream of study.
- There will be no significant difference in the self-confidence level of Students in relation to their Area of residence and Sex.
- There will be no significant difference in the self-confidence level of Students in relation to their Sex and streams of study.

V. DELIMITATIONS OF THE STUDY:

Following were the delimitations of the study:

- The study was delimited to the Govt. Sr. Secondary schools of Kangra district only.
- The study was delimited to Govt. Sr. Secondary schools of rural and urban areas of Kangra district

VI. METHODOLOGY:

The present study was based on Survey method, particularly, the normative survey method. The present study has been conducted on a sample of 300 students of Kangra district (Himachal Pradesh) to study the self-confidence of Senior Secondary School students in relation to their Sex, Area, and Streams of study. Random sampling technique was used for the selection of the data. The total number of students was selected from four govt. senior secondary schools (two each from urban and rural areas) of Kangra district.

VII. FINDINGS:

Following were the findings of the study:

1. On comparing the self-confidence inventory scores of male students of science and male students of commerce it is observed that the calculated value of t-ratio (0.553) is less than its table value for df 48 at both 0.05 (2.014) as well as 0.01 (2.684) levels of significance. Thus it is inferred that there is no significant difference in the self-confidence level of male students of science and male students of commerce streams. Mean score of male science students (23.9) is, however, less than the mean score of male commerce students which indicates that the self-confidence level of male students of science is higher than that of male students of commerce streams.
2. On comparing the self-confidence inventory scores of male students of science and arts, the calculated value of 't' ratio (1.354) is less than its 't' table value for df both 0.05 (2.014) and 0.01 (2.684) levels of significance. Thus it is inferred that there is no significance difference in self-confidence levels of male students of science and art streams. The mean

score of male students of science (23.9) is, however, less than the mean score of male students of arts (26.14) which indicates that self-confidence level of male students of science is marginally higher than that of male students of arts.

3. On comparing the self confidence inventory scores of male students of arts and commerce, the calculated value of 't' ratio (0.883) is less than its table value of df 48 at both 0.05 (2.014) as well as 0.01 (2.684) levels of significance. Thus it is inferred that there is no significance difference in self-confidence levels of male students of arts and commerce streams. The mean score of male students of Arts (26.14) is however; more than mean score of male students of commerce (24.74) which indicates that the self-confidence level of male students of Commerce is marginally higher than that of male students of Arts.
4. On comparing the self-confidence inventory scores of female students of Science and Arts, the calculated value of 't' ratio came out to be (1.339) which is lesser than its table values of 2.014 and 2.684 at 0.05 and 0.01 level of significance respectively. Thus, it is inferred that there is no significant difference between self-confidence levels of female students of Science and Arts streams. The mean score of female students of Science (23.08) is lesser than the mean score of Science students of Arts (25.08) which indicates that the self-confidence level of female students of Science is marginally higher than that of female students of Arts.
5. On comparing the self-confidence inventory scores of female students of Science and Commerce, the calculated value of 't' ratio came out to be (3.936) which is higher than its table values of 2.014 and 2.684 at 0.05 and 0.01 levels of significance respectively. Thus, it is inferred that there exists a significant difference between self-confidence levels of female students of Science and Arts Streams. In other words, the self-confidence of female students of Science is significantly higher than that of female students of Commerce.

EDUCATIONAL IMPLICATIONS

- To enhance the self-confidence level of the student's healthy relationship must be established between male and female students, students and teachers, teachers and head of the institutions.
- To raise the self-confidence level of students, time to time seminars, special lectures and co-curricular activities must be organized.
- Students must be encouraged to participate in different types of curricular and co-curricular activities irrespective of fear of failure.

CONCLUSION

The study was revealed that no significant difference in the level of self-confidence of the students in relation to their Area of residence. There is no significant difference in the level of self-confidence of the students in relation to their Sex. It was also found that there exists a significant difference in the level of Self-confidence of the students in relation to their Streams of study.

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