

SELF-CONFIDENCE AMONG SCHOOL STUDENTS

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ABSTRACT

The Present study aims to investigate the effect of "Self-confidence with reference to types of School, types of area and types of sex among Secondary and Higher Secondary School students". Self-confidence is a central concept which is used in everyday expression. While talking about the self, we often used to express „I„ and „me“. There are some Major steps of self confidence as well as for preparing journey to the world of success, building knowledge and accelerating towards success. The past researchers namely R R Verma, P K Goswami, K Sharma, and Chandraprabha Jain have applied the self-confidence test to the physically handicapped students. And in their study it was found that Education has played a Significant role in the development of self confidence(Indian Journals of Psychometric and Education 2006). The present researcher has used three Independent variables namely (A) Types of institution, (B) types of areas (urbanand rural areas) and (C) types of sex (Male and Female) to examine the effect on Self-confidence.

The Self-confidence inventory constructed by D.D.Pandey (1971), it was administered to obtain data & to check the effect of Types of institution, types of areas and types of sex on self-confidence. A sample of 240 respondent's viz. Male and female was selected from two types of institutions namely Secondary and higher secondary schools situated at Anand district. Hence, this gives rise to a 2 x 2 x 2 factorial research design for the analysis of the data. ANOVA was resorted in order to get the results.

The Urbn, Male, students of higher secondary, are more developed with respect to self confidence compared to Rural, female, secondary school students. The other factors like time,duration,motivation-(Aggression),proficiency,Temperament, Aptitude,competence and achievement are also responsible for developing self confidence, if appropriate environment is created.

INTRODUCTION:

The Present study aims to investigate the effect of -Self-confidence with reference to types of areas and sex among Secondary and Higher Secondary School students. Self-confidence is a central concept which is used in everyday expression. While talking about the self, we often used to express „I“ and „me“. There are some Major steps of self confidence as well as for preparing journey to the world of success, building knowledge and accelerating towards success. The past researchers namely R R Verma, P K Goswami, K Sharma, and Chandraprabha Jain have applied the self-confidence test to the physically handicapped students. And in their study it was found that Education has played a Significant role in the development of self confidence(Indian Journals of Psychometric and Education 2006). While the process of attaining self-confidence starts from childhood, you can boost your confidence level through determination if you are committed and keen on being confident it meant by building of self confidence

confidence - freedom from doubt; belief in yourself and your abilities; "his assurance in his superiority did not make him popular"; "after that failure he lost his confidence"; "she spoke with authority" Self confidence may be the most critical self-perception in sport psychology (Gill, 2002). Self confidence is defined as a global and stable characteristic which, in reality bares little use within the sports domain (Gill, 2002). The athlete must be confident they can perform well when placed in their competitive environment, i.e. Tiger Woods would be confident of making the final putt on the 18th green at Augusta in the Golf Masters, however, may not feel too confident taking the final penalty kick in the World Cup final. Self-efficacy is a situation form of self-confidence or the belief that one is confident and can perform within a specific situation (Gill, 2002). Gill (2002) suggests that the most consistent difference between elite and less successful performance is that elite athlete possess greater levels of self efficacy. Confidence is a mental attitude that is characterized by assertiveness and optimism about oneself. Our general belief about ourselves has a powerful impact on our self-confidence. People who are self-confident are those who acknowledge their capacity and potential to do something.

They have the guts to do it no matter what others may say. People who are self-confident take advantage of the opportunities that comes their way and become more successful than their counterparts. At all ages, how you feel about yourself affects how you act. Think about a time when you were feeling really good about yourself. You probably found it much easier to get along with others and feel good about them. Self-image is how one perceives oneself, The child looks in the mirror and likes the person he sees. He looks inside himself and is comfortable with the person he sees. He must think of this self as being someone who can make things happen and who is worthy of love. Parents are the main source of a child's sense of self-worth. Lack of a good self-image very often leads to behavior problems. Most of the behavioral problems that I see for counseling come from poor self-worth in parents as well as children. Why is one person a delight to be with, while another always seems to drag you down? How people value themselves, get along with others, perform at school, achieve at work, and relate in marriage, all stem from strength of their self-image.

Signs of low self-confidence :

- You are running on low self-confidence if:
- Do not believe in your ability and have self-doubts.
- Governing your behavior based on what others would think.
- Dismissing compliments off-handedly.
- Avoid taking risks due to the fear of failure.
- Being skeptical about yourself.
- Often feel guilty, angry and resentful.



Building self-confidence

While the process of attaining self-confidence starts from childhood, you can boost your confidence level through determination if you are committed and keen on being confident.

Identify your achievements: Everyone is good at something or the other. Identify your strengths—list out the things you are good at doing and those things that come easily to you. Discover what you have achieved so far. Take pride of the things at which you have excelled.

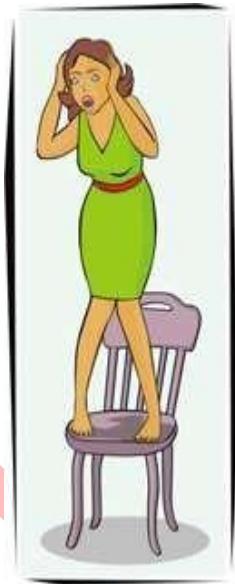
Set goals and achieve them: Think of what you want in life and set goals that exploit your strengths. Identify the skills you need to achieve your goal. Devise a



stepwise plan that leads to your goal. Make sure that you start with a small step in which you can complete it in a short time. Get in the habit of achieving the small steps and celebrating them. It will help you to believe in yourself and your ability and makes you more confident.

Some factors that contribute to one's fear:

- Fear increases when we feel separated from the people and surroundings we are familiar with.
- The insecurity feelings of losing the individuals you love and material things that you own.
- Being in new surroundings and unfamiliar people brings about fear.
- Negative memory of past experiences aggravates fear.
- The thought of losing and being a failure also cause one to fear.



How confident are you?

- Your level of confidence can be shown in many ways.
- Some of the common behaviors which are associated with self-confidence are:
- Having faith in yourself.
- Doing things what you believe in and not bothered about what other people would think.
- Willing to take risk and not hesitant of handling new situations.
- Admitting your mistakes and be willing to learn from them.
- Accepting compliments warmly from others.
- Believe in living life to the fullest.

Feels good about yourself.

Following person called the Confidence meant by

- Feel his title hang loose about him, like a giant's robe upon a dwarfish thief —William Shakespeare
- The acceptance of oneself ... is like falling heir to the house one was born in and has lived in all one's life but to which, until now, one did not own the title —Jean Stafford,
- (Sit there with) all the quiet certainty of a marauding chimp —Carla Lane, line from British television sitcom, -Solo!
- Confidence, like the soul, never returns whence it has once departed —Publius Syrus
- Confident as a man dialing his own telephone number —Jack Bell
- (He would be as) confident as a married man of how the evening would turn out —Alice McDermott
- Confident as a master baker with a cake in the oven —Elizabeth Irvin Ross
- "Self-confidence is apt to address itself to an imaginary dullness in others; as people who are well off speak in a cajoling tone to the poor."

How confident are you?

Your level of confidence can be shown in many ways. Some of the common behaviors which are associated with self-confidence are: Having faith in yourself, Doing things what you believe in and not bothered about what other people would think, Willing to take risk and not hesitant of handling new situations, Admitting your mistakes and be willing to learn from them, Accepting compliments warmly from others, Believe in living life to the fullest, Feels good about yourself.

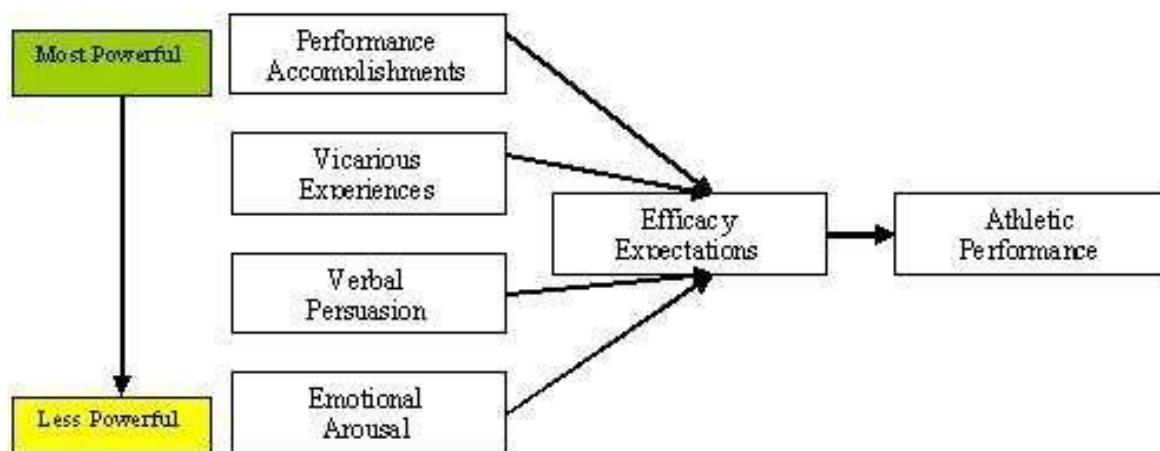


Figure 1: Self Efficacy Theory Bandura (1987).

Self Confidence/Self-Efficacy:

Theories Bandura (1977) stipulates that self-efficacy is directly related to athletic performance. Increases in self-efficacy are mirrored by improvements in performance (Silva & Stevens, 2002). Subsequently decreases in performance limit both performance and training (Silva & Stevens, 2002). Prior experiences effect efficacy expectations, the probability performing to a high standard is much greater if you believe in your abilities, therefore efficacy has tremendous explanatory power when comparing fluctuations in performance (Silva & Stevens, 2002). Self efficacy/self confidence is very important in a sport like gymnastics, the performer must believe they can perform well at the required time (Gill, 2002).

Children learn to associate how you use their name with the message you have and the behavior you expect. Parents often use a child's nickname or first name only in casual dialogue, "Lalu, I like what you are doing." They beef up the message by using the full name to make a deeper impression, "James Michael Sears, stop that!" one child we've heard about refers to his whole name as his "mad name" because that's what he hears when his parents are angry at him. We have noticed that children with self-confidence more frequently address their peers and adults by name or title. Their own self-worth allows them to be more direct in their communication with others. Our two-year-old Lauren dashes by my desk chirping: "Hi, Dad!" The addition of "Dad" impressed me more than an impersonal "Hi!" A school-age child who is comfortable addressing adults by name will be betterable to ask for help when needed. Don't expect your child to excel in sports or music or academics just because you did. The one thing your child can excel in is being himself. He must know that your love for his does not depend on your approval of her performance. That's a tough assignment for a parent who may have been raised to perform for love and acceptance.

On the one side are the parents who feel it's healthy for children to experience a lot of different value systems while growing up so that they will be more open-minded as adults. On the other side are parents who want to protect their child from all outside influences and any ideas that may differ from their own beliefs. One of the main ways children develop self- confidence and internalize values is through helping maintain the family living area, inside and out. Giving children household duties helps them feel more valuable, besides channeling their energy into desirable behavior and teaching skills. Expressing feelings comfortably does not mean the child is free to explode at every emotional twinge, but rather develops a comfortable balance between expressing and controlling feelings.

OBJECTIVES

In the present research, the role of self -confidence under the study has been examined in the following context.

1. To examine the effect of School on self – confidence among different types school students
2. To examine the effect of area on self -confidence among different types school students
3. To examine the effect of sex on self -confidence among different types school students
4. To examine the relative effects of types of School and types of areas on self -confidence among different types school students
5. To examine the relative effects of types of School and types of sex on self confidence among different types school students
6. To find out the relationship between types of area and types of sex on self confidence among different types school students
7. To Explanation and effective relationship of types of schools, types of sex and types of areas on self confidence among different types school students

METHODOLOGY

• Sample:

For the purpose of present study Two level of types of institution were considered in the group of secondary and higher secondary school students, two level of areas were considered in the group of Urban and Rural school students and Two level of types of Sex were considered in the group of Male and female school students. In all samples are selected randomly again the respondents are equal number of distributed to select secondary and higher secondary School students from Anand, district. In all 240 respondents were selected as a final sample of the research.

• Tools:

For the present investigation, tool were used name of **Self-confidence inventory** (PSCI) was constructed and standardize by **Dr.D.D.Pandey (1971)**, and the inventory were administered simultaneously to the selected sample of this research. All the precaution taken as per manual during the test administration, the tests are extensively used in the area of research and their reliability was by test-retest method (after two month) N=100, reliability Coefficient 0.88 and split-half method n=100, Reliability Coefficient.89, and high face validity is established.

• Hypotheses:

Following major hypothesis tested in present study.

H 01: There would be no significant difference between the mean score on self – confidence among **secondary and higher secondary school students**.

H 02: There would be no significant difference between the mean of the scores on self – confidence among **type of area** of secondary and higher school students.

H 0 3: There would be no significant relationship between the mean of the scores on self – confidence among **type of Sex** of secondary and higher school students.

H 04: There would be no significant interactive effect between the means of the scores on **types of School and types of area** of self-confidence among Secondary and higher secondary school students

H 05: There would be no significant interactive effects of **types of School and types of sex** among the Secondary and higher secondary school students on their means of the scores of self-confidence

H 06: There would be no significant relationship between the means of the scores on **type of area and type of sex on self confidence** among Secondary and higher secondary school students.

H 07: There would be no significant interactive relationship effects between the means of the scores on **types of school, type of Areas and type of sex** on self- confidence among Secondary and higher secondary school students.

- Variable of the study:**

Dependent variables: self – confidence studied as dependent variables.

Independent variables: Types of school, Geographical Areas (Habitat) and types of sex

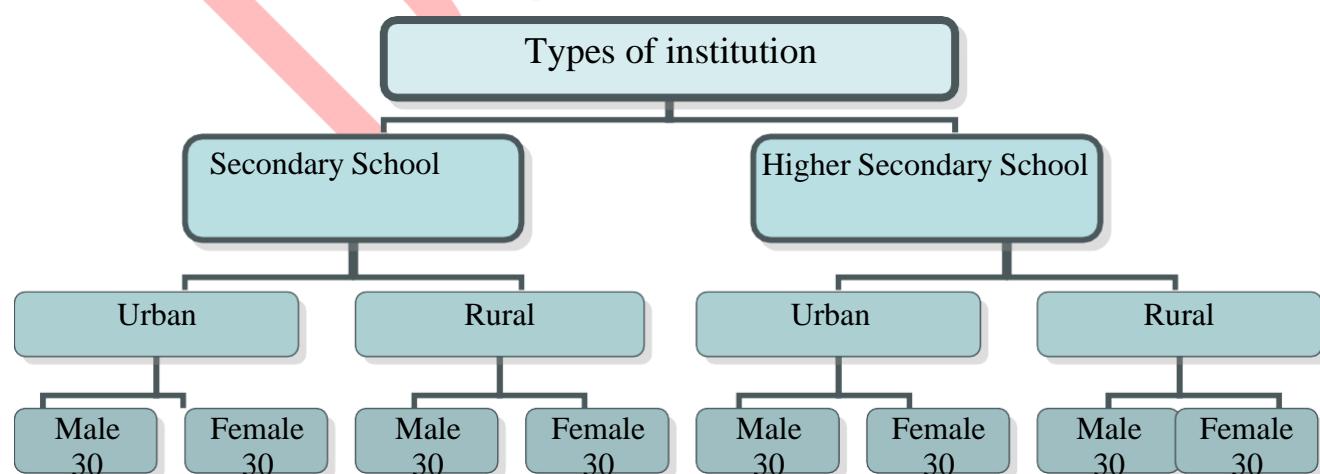
- Research design:**

The $2 \times 2 \times 2$ factorial research design adopted in this study, the design is the simplest factorial for studying two independent variables that each of two dependent variables varied in two ways show

Table No : 1: give of diagramm about the Distribution of the Sample

Main variables	Types of Institution				Total Number Of	
Types of Institution----- →	Secondary schools		Higher Secondary schools			
Types of Sex----- →	Male	Female	Male	Famale		
Type of area of Urban	30	30	30	30	120	
Type of area of Rural	30	30	30	30	120	
Cell & Variables wise Total Number of Sample	60	60	60	60	240	

Figure : 2: Research paradigm of $2 \times 2 \times 2$ variables given below.



- Major statistical techniques used:

To analyze the data with related variables of $2 \times 2 \times 2$ factorial design the ANOVA was applied

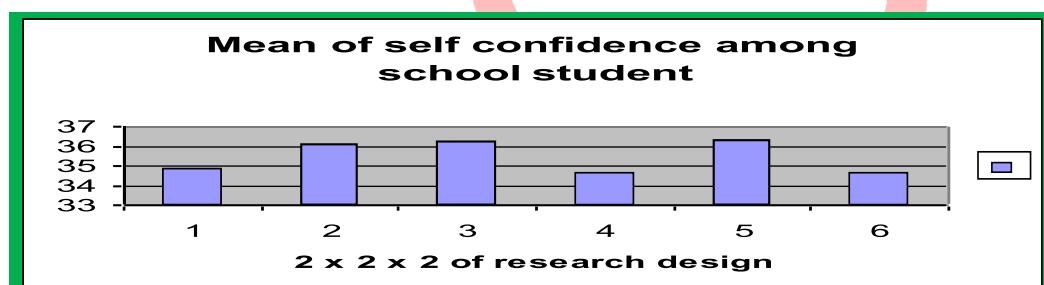
RESULTS AND DISCUSSION

The scores on self-confidence was analyzed in factorial design and basic statistics in terms of mean and sample are summarized in table given as below.

Table No.2: Showing the Types of institution, Habitate and Genders samples, Mean, and mean difference of Self-confidence

I/V	Types,I/Variable	N	Mean	Mean Difference
A	A1-----Secondary School	120	34.84	1.24
	A2----Higher secondary School	120	36.08	
B	B1----- Urban	120	36.24	1.56
	B2-----Rural	120	34.68	
C	C1----- Male	120	36.28	1.64
	C2-----Female	120	34.64	

Curve : No.1: The Types of insititution, type of areas and type of sex, mean difference Curve of Self-confidence



No.1= Secondary school No.3= Urban area No.5= Male student
No.2=Higher Se., School No.4=Rular area No.6= Female student

Table No.3: (SSa*) =Sum of squares for variables "a"
The Types of insititution, mean difference and ANOVA of Self-confidence

Source of Variable	Independent Variable	Mean	Difference	S.S (SSa*)	df	Mean S.S	f-Value & LS
A	A1 (N=120)	34.84	1.24	92.50	01	92.50	2.04-@
	A2 (N=120)	36.08					

(Source: @>Non-significance, *> 0.05 - level, **> 0.01 - level.)

H 01: There would be no significant difference between the mean score on self – confidence of secondary and higher secondary school students.

It is observed that institution plays a very crucial role in connection with self-confidence. There are several institutions which provide many facilities to the student and they may have good aspiration, expectation for betterment and active participation of school. Hence, the student studying in any one

type of institution may have more or less self-confidence. But it is expected that students of secondary and higher secondary will differ in their self-confidence. Above observation tested by the null hypothesis of table : 3, of It was found that the F-ratio for types of institution is 92.50 and 'F' value is 2.04, which is not significant. It is seen from Above Table no: 3 that mean score of A₁, students was 34.84 and A₂, students was 36.08, both the group was having mean difference between the variables of 1.24. **From the mean score it could be said that higher secondary school students are having more self-confidence compared to secondary school students** but the result was not significant. The Nominal difference was towards to self confidence.

Therefor the above , **H₀₁** null-hypothesis was accepted and concluded that both the groups did not differ significantly on self-confidence scores. The secondary and higher secondary school student are at par with regard to self confidence. Both the students are more or less equal in the self- confidence.

Table No.: 4: (SSb*) =Sum of squares for variables "b"

The Types of Habitate, samples, mean difference and ANOVA of Self-confidence

Source of Variable	Independent Variable	Mean	Difference	S.S (SSb*)	df	Mean S.S & LS	f-Value
B	B1 -- (N=120)	36.24	1.56	145.70	01	145.70	3.22-@
	B2 -- (N=120)	34.68					

(Source: @>Non-significance, *> 0.05 - level, **> 0.01 - level.)

H₀₂: There would be no significant difference between the mean of the scores on self – confidence of urban and rural areas of school students.

The ANOVA (table-4) reveals that variance ratio is not significant difference at any level (f=3.22, p> 0.01 at 1.239 & SSb, dif-145.70) of self confidence

It was observed that individuals perception about his self confidence will have some direct or indirect impact on self confidence results have seen from table No.4. Both the levels of type of areas (B₁-urban and B₂-rural areas school students) of self-confidence are not effective from above variables of B₁- and B₂, so that observation was tested by H₀₂. the table No. 4 was formulated and it was found that the (mean ss 145.70) 'F' value is 3.22 for the type of areas. which is not significant of areas of self-confidence. Above Table no: 4 shown that mean of score of, B₁, urban students was 36.24 and B₂-rural areas students was 34.68, both the group was having the difference is 1.56. It means urban areas school students are having more develop self-confidence compared to rural areas school students. But the difference was negligible. Therefor the above, **H₀₂** null-hypothesis was accepted and concluded that both the groups did not differ significantly on self-confidence. **The result shows that urban areas school students are having more develop self-confidence compared to rural areas school students.**

Table No. : 5 : (SSc*) =Sum of squares for variables "c"

The Types of sex, samples, mean difference and ANOVA of Self-confidence

Source of Variable	Independent Variable	Mean	Difference	S.S (SSc*)	df	Mean S.S & LS	f-Value

C	C ₁ -(N=120)	36.28	1.64	181.70	01	181.70	3.97 p>0.05
	C ₂ -(N=120)	34.64					

(Source: @>Non-significance, *> 0.05 - level, **> 0.01 - level.)

H₀₃: There would be no significant relationship between the mean of the scores on self – confidence among type of sex as a male and female school students.

Above observation (**H₃**, null- hypotheses) was tested by table No. 5, indicates that the Mean scores of **male was 36.28 and female was 34.64** both the Types of **Sex** mean difference was 1.64 regarding self-confidence. The both the male and female was well correlated between Self- confidence, it is significantly correlated. **The nature of correlation indicates the level of appraisals support of male school student shows that the male students have more self-confidence compare to female.** Table No.5 was formulated and it was found that the f ratio for self confidence of gender was 3.97, which is significant at 0.05 level. Therefore, the above null- hypotheses rejected and it held that Sex (male and female school student) are having different self- confidence. Both the variables results are vary closure in the self confidence of Male and female school students. This indicates that Sex with self- confidence both are related to that context. It means male secondary and higher secondary school students significantly differ in relation to self- confidence compared to female secondary and higher secondary school students.

However, the present results, was supported by the researches of Chuhan.V.L and Sisodia.D.S –social responsibility and self confidence among.....military personnal-1992 (JCGR)॥.

Table No. : 6 : (SSb*) =Sum of squares between treatment for variables “A & B”

The Types of Institute and Type of areas, samples, mean difference and ANOVA of Self-confidence

Source of Variable	Independent Variable	Mean	Difference	S.S (SSAXB)	df	Mean S.S	f-Value & LS
A X B	A = (N=240)	70.92	0.00	16.54	01	16.54	0.37-@
	B = (N=240)	70.92					

(Source: @>Non-significance, *> 0.05 - level, **> 0.01 - level.)

Table No. : 7 : (SSb*) =Sum of squares between treatment for variables “A & c”

The Types of Institute and type of sex, samples, mean difference and ANOVA of Self-confidence

Source of Variable	Independent Variable	Mean	Difference	S.S (SSb*)	df	Mean S.S	f-Value & LS
A X C	A = (N=240)	70.92	1.00	17.60	01	17.60	0.39-@
	C = (N=240)	71.92					

(Source: @>Non-significance, *> 0.05 - level, **> 0.01 - level.)

H₀₅: There would be no significant interactive effects of types of institution and type of sex of the Secondary and higher secondary school students on their means of the scores of self confidence Looking to the table number 7, : it can be observed that the interaction between types of institution and type of sex the Mean ss was, 17.60 and F value was 0.39, which are not significant of types of institution and type of sex of self-confidence by statistical analysis. Therefor the above, **H₀₅** null-

hypothesis was accepted and concluded that both the groups did not differ significantly on self-confidence scores. Both the results are not closure in the self-confidence of types of institution and type of sex.

Table No. : 8 : (SSb*) =Sum of squares between treatment for variables “B & c”

The areas and sex, samples, mean difference and ANOVA of Self-confidence

Source of Variable	Independent Variable	Mean	Difference	S.S (SSb*)	df	Mean S.S	f-Value & LS
B X C	B = (N=240)	70.92	1.00	218.50	01	218.50	4.83*
	C = (N=240)	71.92					

(Source: @>Non-significance, *> 0.05 - level, **> 0.01 - level.)

H₀₆: There would be no significant interactive difference between the means of the scores on type of areas and types of sex of self confidence among Secondary and higher secondary school students.

Looking to the table number, 8, it is observed that the F value of interaction between urban and rural areas (habitate) and sex (male and female) of self confidence, the mean score was 218.50, and F Value is 4.83, which was significant level at 0.05. Hence, the above, **H₀₆** null-hypothesis was rejected and it was held that urban and rural area and male and female sex among secondary and higher secondary school students are at par with regard to self-confidence. Both the results are closure in the self-confidence of type of areas and sex. This indicates that the areas & sex of self- confidence do not differ.

Table No. : 9 : (SSw*) =Sum of squares within treatment for variables “A, B & C”

The Types of school, types of areas and sex, Mean difference and ANOVA of Self-confidence

Source of Variable	Independent Variable	Mean	Difference	S.S (SSb*)	df	Mean S.S	f-Value & LS
A X B X C	A = (N=240)	70.92	0.00	1.00	119.00	01	119.00
	B = (N=240)	70.92					
	C = (N=240)	71.92					

(Source: @>Non-significance, *> 0.05 - level, **> 0.01 - level.)

H₀₇: There would be no significant interactive effects between the means of the scores on types of institution, types of areas and types sex of self- confidence among Secondary and higher secondary school students.

It is observed that the table number 9, that there is no significant interaction between types of institution, type of areas and type of sex the (Mean ss 119.00) and F value 2.63 which is not significant. Therefore the above, **H₀₇** null-hypothesis was accepted and concluded that the groups did not differ significantly on self-confidence scores. Both the results are not closure in the self-confidence of types of institution, types of area and types of sex. This indicates that the types of institution, types of area and types of sex of self-confidence differences are not much effective relationship that means all the three variables are not closer between that the position.

CONCLUSIONS

The statistical analysis and discussion as well as interpretation of the results in earlier following conclusions,

1. The students of higher secondary are more developed with respect to self confidence compared to secondary school students.
2. The students of urban area are more developed compared to student of rural areas in relation to self confidence.
3. The self confidence among the male students was found higher compared to female school students
4. The types of institution and types of areas has exerted the same influence in developing self confidence
5. The gender is more effective in creating self confidence among the students of secondary and higher secondary schools.
6. The students of urban inhabitant has shown more self confidence compared to rural school students
7. The other factors like time, duration , motivation(aggression), Temperament, Aptitude, proficiency, competence, and achievement are also responsible for developing self confidence, if appropriate environment is created.

LIMITATIONS OF THE STUDY:-

Following are the limitations of the present study

- The sample is drawn from Secondary and higher secondary school student, other institutions like higher primary school std. 8 and primary school, military school, colleges and deceable school student are not included.
- The disabled male and female school students are not included in the sample.
- The sample is drawn from the secondary and higher secondary school students situated at Anand district of Gujarat State. So other states are not included in the sample so the results are restricted up to Anand and Gujarat state, and may not be generalized for whole country (Nation).

SUGGESTION FOR FURTHER STUDY:

Following are the suggestion for further study

- For comprehensive study all types of schools may be included in the study so as to remove schools biases
- Male and female student may be included in the sample so as to remove gender biases.
- Sample may be drawn from the whole state areas so as to remove effect of areas on results.

IMPLICATION OF THE STUDY:

- A profile of the secondary and higher secondary school students may be prepared to solve the problem of self confidence and develop the group of students.
- The impact of self confidence can be predicted with the help of results and can be manipulated effectively so as to get better results with respect to achievement motivation, intelligence,

emotional maturity, feeling, competition, awareness of self activities, dream and good environment.

- The students having less self confidence may be traced out and can be given intensive training so as to increase self confidence.

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