



## Comparative Study of Self Confidence Among The Adolescents of Slum Schools and Public Schools in Faridabad

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### ABSTRACT

The main objective of the Present study is to find out the comparative results of self-confidence among the children living in the Slum Area and Well Developed Area (sectors in Faridabad). A total sample of 100 children (50 from slum area and 50 from Sector) of Faridabad Haryana was taken. Tool use was Self Confidence Scale developed by Pro. Juyal

(1990).

### KEYWORDS :

### INTRODUCTION

The word "Adolescence" has been taken from Latin word "Adolescere" means to grow or to grow to maturity. Some who have studied adolescence view it as a period of "Storm and stress". This was the view of G. Stanley Hall, an American psychologist (1904) whose book, "Adolescence", helped make this age period a focus of scientific study.

Morgan, King, Weisz and Schopler (2002) "Adolescent means the period of life from puberty to the completion of physical growth." Jersild et.al. (1975) defined adolescence "As the period through which a growing person makes transition from childhood to maturity". Adolescence is also an age of identity crisis, when they like to assert independence and fluctuate between dependence on parents and attempt to assert independence. This motivational desire to be an independent leads them to grow in their confidence and aspire for new heights.

In the study of wholesome personality the most important and fundamental factor is self – confidence. This is an attitude build up by a long series of satisfying adjustments to difficulties. Self – confidence is not built overnight, it develops gradually. Self – confidence is one of the most important factors in daily life. A person with confidence believes that he or she can successfully carry out a specific activity. Confidence can be introduced as a reasonable expectation of success, as it is related to our own skill, or belief that one can successfully carry out an activity or reach to a goal. Self-confidence means "faith in one's own ability (Good, 1973).

It is the main pillar in one's personality and affects life in every aspects of an individual which gives knowledge of himself that how much able he is when power in him is developed making his life comfortable to go forward and become energetic. In general, self – confidence is best improved by installing positive thoughts about our abilities (what we can achieve or learn to achieve) i.e; I can succeed at whatever I want; I can learn any skill etc. As a strategy, we should look for any negative thoughts about what we can do and replace them with the opposite, positive thoughts. Self – confidence also comes from building on past success. In this way it can grow and intensify through time. This is a natural process that we have seen over and over with the harms.

Vijay Laxmi (1991) studied the relationship between self – confidence and adjustment of family reared and institution reared children and disclosed that self – confidence of these children was related to their personality adjustment. The level of self-confidence highly affects the risk- taking behavior, the more the level of self -confidence is high in

a person more he will be able to take the risk. Sansanwal and Sharma (1993) analyzed scientific creativity as a function of self – confidence and concluded that the mean of scientific creativity score of students having high self – confidence differed significantly from low self – confidence group.

### MAJOR OBJECTIVES OF THE STUDY

The present study is planned to study the following objectives-

- To explore the level of self – confidence among the students of slum schools and public schools.
- To compare the students of slum schools and public schools on the basis of their self-confidence.

### HYPOTHESES

On the basis of review of related literature indirectly concerned with the investigation under taken, the following hypotheses have been formulated:

We will not find any significant difference in the Level of Self confidence among the students of slum schools and public schools.

### METHOD

For testing the proposed hypothesis and objectives of this investigation random selection method was adopted to collect the data. The choice of randomly selection survey method is made principally because the study aims at ascertaining the present information and knowledge of self – confidence among the students of slum areas and public schools.

### SAMPLE

The present study was conducted on 100 students 50 from slum schools and 50 from Public schools in Faridabad, Haryana. The students were selected randomly. The age range was 13 to 15 years.

### TOOL USED

#### SELF – CONFIDENCE SCALE

This scale was designed by Juyal and Talniya (1990) using scale product method of scale constructions. This method combines Likert, Thurston and chavre technique of scale construction. It contains 60 items. It is three point scale and the answer categories are yes, sometimes and no forms.

The test – retest reliability of the scale is 0.81 whereas the split half reliability is 0.85. The concurrent validity of the scale was established 0.77 indicating that the tool has high validity.

### Results and Discussion

**Table 1 Table is showing the M.S.D (Mean Standard of Differences), S.E.M (Standard Error of Mean), S.E.D (Standard Error of Differences), and T value of the students studying in Public schools and Slum schools on the variable Self – Confidence.**

Variable	School Category	N	Mean	SD	SEM	SED	T value	Level of significance at .05
1. Self Confidence	[a] Public schools	50	129.56	16.00	2.26	3.02	4.80	Significant at .01 level
	[b] Slum schools	50	115.06	14.16	2.00			

It is revealed from the Table 2 that there is a significant difference in the self confidence level of the Adolescents of Slum School and Public schools. Studies have proved that Rural and Urban region Slums and sectors or geographical surroundings affect the level of Self – Confidence among the people belong to these different region. Purwar (1992) studied self – confidence among rural and urban students and concluded that rural students had higher self – confidence than urban students, whereas Nayal's (1990) findings reveal that the level of self-concept is comparatively high of the urban students than rural students. Bhatnagar (1995) in his comparative study concluded that urban boys and girls are significantly better in self – confidence than rural boys and girls.

It is also proved that the level of self – confidence in an educated person would be higher than illiterate. In present not only the education but the medium of education is also very effective factor of self – confidence. Asthana and Srivastava (2002) conducted a comparative study on English medium and Hindi medium students in relation to their self- concept. The finding revealed that English medium students and Hindi medium students do not differ in terms of personally perceived self but they showed significant difference in terms of socially perceived self. Nayal (1990) revealed that self- concept level is high in science students than arts and commerce students.

Level of self-concept is comparatively high of the urban students than rural students. Bhatnagar (1995) in his comparative study concluded that urban boys and girls are significantly better in self – confidence than rural boys and girls.

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