



SELF CONFIDENCE AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

An attempt was made in the present investigation to study the impact of gender and locality and type of management on self confidence among high school students. The present study consists of 400 students studying in government and private high schools in rural and urban areas in Kadapa District of Andhra Pradesh State. The subjects were in the age group of 14-17 years and using purposive random sampling method. Self-confidence Inventory developed by Basavanna (1975) was used to collect the data. A $2 \times 2 \times 2$ factorial design was employed and ANOVA was used to analyse the data. Findings of the study revealed that gender, type of management and locality have significant impact on self confidence among high school students.

KEYWORDS : Self Confidence, Gender, Type of Management and Locality and High School Students.

INTRODUCTION

Self-Confidence is an attribute of perceived self. It refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation. Self confidence is a motivator and regulator of behavior in an individual's everyday life and it is a positive attitude of oneself towards one's self concept. It also refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right" (Bandura, 1986).

Review

Ziegler et al., (2000) found that girls already expressed significantly lower levels of self-confidence regarding chemistry than the boys. Singh and Kaur (2008) found that the effect of meditation on self confidence of student- teachers in relation to gender and religion. Results indicated that gender has significant influence on self confidence, whereas religion did not differ significantly. Wankhade and Rokade (2011) concluded that the results revealed that gender and locality have significant impact on the average self-confidence and the rural boys were superior in their self-confidence when compared to rural girls. Results showed gender has no significant difference in their self-confidence of students, who belongs to high and low socio-economic status. Taruna Malhotra and Mona Malhotra (2013) investigated the effect of gender, locality and type of schools on self-confidence of adolescents. The findings suggested that main effect of gender, locality and type of school was found to be associated with the self-confidence. Renu Tomer and Agrawal (2014) explored the effect of parental deprivation on self-confidence of adolescents. Result revealed that parental deprivation and gender significantly affect the self-confidence of adolescents. Fareen Fatma (2015) conducted to study self-confidence of adolescents in relation to their gender, locality and academic achievement. The results revealed that gender and locality have significant influence on self-confidence. Rohtas Kumar Verma and Saroj Kumari (2016) found the influence of self-confidence on academic achievement of children at elementary stage Results of the study revealed that no significant difference was found in the self-confidence of male and female elementary school students.

OBJECTIVE

1. To assess the impact of gender, type of management and locality on Self Confidence among high school students.

Hypotheses

1. There would be significant impact of gender on Self Confidence among high school students
2. There would be significant impact of type of management on Self Confidence among high school students.

3. There would be significant impact of locality on Self Confidence among high school students.

Sample

The present study consists of 400 students studying in government and private high schools in rural and urban areas in Kadapa District of Andhra Pradesh State. The subjects were in the age group of 14-17 years and using purposive random sampling method.

Variables Studied

In the light of the hypotheses formulated, the following variables are studied.

Dependent Variable

1. Self Confidence

Independent Variables

1. Gender (boys/girls)
2. Type of management (government / private)
3. Locality (rural /urban)

Tool Used

Assessment of Self-confidence Inventory: Self-confidence of subjects was assessed by using Self-confidence Inventory developed by Basavanna (1975). It consists of 100 items all positive answered negatively and negative items positively. The reliability for the scale was found to be 0.79 using test – retest method.

Research Design

As there are three demographic variables gender (boys & girls), type of management (government & private) and locality (rural & urban) and each divided in to two categories a $2 \times 2 \times 2$ factorial design is employed in this study.

STATISTICAL ANALYSIS

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's and Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

Table-I: Means and SDs for scores on self confidence among high school students.

Locality		Gender			
		Boys		Girls	
		Type of Management		Type of Management	
		Government	Private	Government	Private
Rural	Mean	55.42	53.25	52.80	51.02
	SD	7.00	6.86	6.21	9.31
Urban	Mean	51.30	50.36	51.25	47.22
	SD	8.26	7.57	9.06	8.05

(Low mean scores indicates high Self Confidence)
Grand Means

Boys = (M:52.58)	Government = (M:52.47)	Rural = (M: 53.12)
Girls = (M:50.57)	Private = (M:50.46)	Urban = (M:50.03)

A close observation of table-I shows that the girls studying in private schools in urban areas have obtained a low score of 47.22 indicate that they have high self-confidence compared with other groups. Boys studying in government schools in rural areas have obtained a high score of 55.42 indicate that they have low self-confidence compared with other groups.

In terms of gender, girls (M=50.57) have high self-confidence than the than boys (M=52.58). In terms of type of management, students studying in private schools (M=50.46) have high self-confidence than the students studying in government schools (M=52.47). In terms of locality, urban area students (M=50.03) have high self-confidence than rural area students (M=53.12).

As there are differences in the mean scores with regard to the self confidence among high school students, the data were further subjected to analysis of variance to find out the differences between the groups are significant or not, and the results are presented in table-II.

Table-II: Summary of ANOVA for scores on self confidence among high school students.

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender (A)	191.923	1	191.923	5.11**
Type of Management (B)	182.223	1	182.223	4.85*
Locality (C)	270.602	1	270.602	4.00*
(A x B)	189.062	1	189.062	5.04*
(A x C)	238.903	1	238.903	6.36**
(B x C)	298.063	1	298.063	7.94**
(A x B x C)	212.703	1	212.703	5.67*
Within	26464.500	392	37.511	--
Total	28047.980	399	--	--

** - Significant at 0.01 level * - Significant at 0.05 level

Hypothesis-1: There would be significant impact of gender on self confidence among high school students.

As shown in table-II reveals that the obtained 'F' value of 5.11 is significant at 0.05 level indicates that gender has significant impact on self confidence among high school students. As the 'F' value is significant, the hypothesis-24, which stated that gender has significant impact on self confidence among high school students, is accepted as warranted by the results. Girls (M=50.57) have high self-confidence than the than boys (M=52.58).

In Indian context most of girls are confident, stable and smart compare to boys and boys feel inadequate in almost all life situations they try to compensate, for their feelings inadequacy by being aggressive and fail to maintain good relation with others. In general self confidence of the individual depends on success and failures, aspirations and satisfaction of their needs. Girls are socially competent, emotionally matured, intellectually adequate and admissible in nature in turn improves the self confidence and adjust well academically. So, girls have high self confidence than boys.

The results of the present study corroborate with the earlier findings of Ziegler et al., (2000), Singh and Kaur (2008), Wankhade and Rokade (2011), Krishan Lal (2013), Renu Tomer and Agrawal (2014) and Fareen Fatma (2015) who investigated significant difference between boys and girls in their self confidence. The variable, self-confidence was treated as dependent variable, while problem solving ability and gender were treated as independent variables.

The results of the present study contradict with the earlier findings of Meena Sharma (2015) and Rohtas Kumar Verma and Saroj Kumari (2016) who found no significant difference between boys and girls in their self confidence.

Hypothesis-2: There would be significant impact of type of management on self confidence among high school students.

It is evident from table-II reveals that the obtained 'F' value of 4.85 is significant at 0.05 level indicates that type of management has significant impact on self confidence among high school students. As the 'F' value is significant, the hypothesis-2 which stated that type of management has significant impact on self confidence among high school students is accepted as warranted by the results. Students studying in private schools (M=50.46) have high self-confidence than the students studying in government schools (M=52.47).

The probable reason is that in teachers of government schools are not able to adopt new and technological enhanced methods of teaching. Moreover, traditional teaching methods do not match the students learning styles and teaching skills need to be productive in society. Lessons must be presented in a variety of ways. In the context of cognitive style and problem-solving ability, the teachers in government schools not screening in the students for level of achievement in the beginning according to their cognitive styles. The teachers of government schools are not able to plan their teaching accordingly by adopting effective teaching methods and by guiding students for promoting their academic excellence and self-confidence. Teachers of government schools do not use the appropriate classroom techniques, methods which help that better problem-solving ability. So, only students of government schools have low self confidence compared to students of private schools.

The results of the present study corroborate with the earlier findings of Taruna Malhotra and Mona Malhotra (2013) who found significant difference in the self confidence of students of government and private schools.

Hypothesis-3: There would be significant impact of locality on self confidence among high school students.

Table-II reveals that the obtained 'F' value of 4.00 is significant at 0.05 level indicates that locality has significant impact on self confidence among high school students. As the 'F' value is significant, the hypothesis-3, which stated that locality has significant impact on self confidence among high school students, is accepted as warranted by the results. Urban area students (M=50.03) have high self-confidence than rural area students (M=53.12).

The results of the present investigation showed that students studying in urban areas have high self confidence than the students of rural areas. Most of the students in urban areas are able to act effectively in a situation to overcome obstacles and to get things to go alright. Moreover, they are more confident about their abilities to accomplish the goals, because of exposure, parental care and school environment. In urban areas students have better facilities both at school and home. Moreover, parents and teachers take more care to develop confidence among them by giving proper training. So, only students of urban areas have more self confidence than the students of rural areas.

The results of the present study corroborate with the earlier findings of Wankhade and Rokade (2011) Taruna Malhotra and Mona Malhotra (2013) and who found locality has significantly and positively related to self-confidence.

It is evident from the table-XXVII that the 'F' values of 5.04

gender and type of management (AXB); 6.36 gender and locality (AXC) and 7.94 type of management and locality (BXC) of first order interaction are significant. The 'F' value of 5.67 gender, type of management and locality (AXBXC) of second order interaction is significant at 0.05 level implied that there is significant interaction among three variables, gender, type of management and locality is causing the effect on self confidence among high school students.

CONCLUSIONS

- There is significant impact of gender on self confidence among high school students. Girls have high self-confidence than the than boys.
- There is significant impact of type of management on self confidence among high school students. Students studying in private schools have high self-confidence than the students studying in government schools.
- There is significant impact of locality on self confidence among high school students. Urban area students have high self-confidence than rural area students.

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