



PARENTING AS THE KEY DETERMINANT OF SELF-CONFIDENCE AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT The present study was designed to investigate the impact of parenting and its modes (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faulty role expectation vs realistic role expectation; and marital conflict vs marital adjustment) on self-confidence of school students. While employing descriptive survey method, the present study was conducted on a sample of 400 school students. The sample was selected by using random sampling techniques. Self-confidence Scale developed by Gupta & Lakhani and Parenting Scale developed by Bhardwaj, Sharma and Garg were used for data collection. Means, SDs were worked out to describe the nature of the data and 't' test was applied to test the significance of different groups. The findings revealed significant impact of parenting and its modes on self-confidence of school students. Significant impact of mothering and fathering on self-confidence of school students were also observed. Therefore, it is suggested that parents should have verbal and non-verbal communication with the child, they should give material or other rewards to appreciate their efforts, behaviors and achievements which works as wonder to recognize their individual entity.

KEYWORDS : Parenting, Self-Confidence, Secondary School Students.

Introduction

Education as a process of promoting harmonious development of a person making oneself capable of exercising responsibilities in the society and direct towards the merger of the individual self with universal self as the final end. Education is the network of worthwhile knowledge, skills and habits where adequate knowledge for effective citizenship and collective benefits of the society is achieved and passed on from one generation to the others. It can be possible only when an individual is developed in himself. The self-image begins with the person's unique biological structure and continues with the social environment. Its influence on the behaviour operates consciously and unconsciously as well. It may vary from individual to individual and in its environment performs a vital role. It is a co-operative teaching-learning process of preparing an individual from birth and all through his life for useful living in the society within the culture and resources. Self confidence is not limited to how we present ourselves in front of people. It encompasses how we view ourselves and perceive our world, the way we treat others, and even how we deal with crisis situations.

Self confidence simply means being positive in all aspects of life, even when your circumstances seem outwardly negative. Self-confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation (Agnihotri, 1987)^[2]. Thus, a self-confident person is very sure of himself; he is relatively unworried, is not hyper sensitive and is usually in good spirit. Self-confident people trust their own abilities, have a general sense of control over their lives and believe that, within reason, they will be able to do what they want to do. Verma (1990)^[17] concluded that male adolescent learners possessed significantly higher self-confidence than female adolescents. Mehta and Kaur (1996)^[12] investigated that high self-confident girls were more adjusted in emotional, social, home and educational areas. Kumar (2003)^[10] found that high confident and low confident boys differ significantly on adjustment. It has been noticed that children having high degree of self-confidence perform better and learn more easily than having low degree of self-confidence. Aggarwal and Mishra (2005)^[1] found that rejection, demand, symbolic reward love and object reward affects the self-confidence of students significantly. Singh (2010)^[15] found that there was no significant difference between self-confidence levels in male and female secondary students. Bhatnagar (2014)^[5] examined that there was no significant difference in self-confidence of rural and urban secondary school students.

Parenting consists of combination of the behaviours, feelings and expectations that are unique to a particular. The parenting involves the full extent of a child's development. It tends to be more intense and

thorough by working together. Parents help their children to develop their skills across the spectrum. Parenthood is the ultimate universal pathway to care giving, development stature, adjustment and success and childhood oversights. The two distinguishing roles of parents comprise both mothering and fathering. The responsibility of upbringing of child is of mother and father together or independently. Their perceptions may be referred to apparently direct and instantaneous knowledge related to their conscious or unconscious initiate and experiences by which they instigate and regulate cognitive development enormously.

Zoengpari (2005)^[19] revealed that there was light tendency for girls to perceive both father and mothers more emotionally warm than boys. Ahuja & Goyal (2006)^[3] revealed that high parental involvement led to higher achievement of adolescents in science, English and maths as compared to that of the groups belonging to parents having low involvement with their wards academics. Raju and Samiullah (2011)^[14] revealed that students with high parental involvement have shown better academic achievement compared to students with low parental involvement. James and Jasser (2015)^[9] revealed that parental attachment and parental supervision were significant predictors of self-control. Hence, it is clear, development takes place when proper and congenial environment is provided for children at home which play an inherent role in molding the innate behaviour of the individual. There are a very few researches which have studied the impact of parenting including mothering and fathering on self-confidence of secondary school students. Therefore, the investigators have decided to study the impact of parenting including mothering and fathering on self-confidence of school students.

Variables Involved in the Study

In the present study, self-confidence among secondary school students was treated as dependent variable and parenting including mothering and fathering were treated as independent variables.

Objectives of the Study

To compare the self-confidence among secondary school students with respect to parenting and its modes (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation; and marital conflict vs marital adjustment).

To compare the self-confidence among school students with respect to mothering and its modes (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline; and faculty role

expectation vs realistic role expectation).

To compare the self-confidence among school students with respect to fathering its modes (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline; and faculty role expectation vs realistic role expectation).

Hypotheses of the Study

Ho₁, There exists no significant difference in self-confidence among school students with respect to (i) parenting as a whole (ii) rejection vs acceptance (iii) carelessness vs protection (iv) neglect vs indulgence (v) utopian expectation vs realism (vi) lenient standard vs moralism (vii) freedom vs discipline (viii) faculty role expectation vs realistic role expectation; and (ix) marital conflict vs marital adjustment.

Ho₂, There exists no significant difference in self-confidence among school students with respect to (i) mothering as a whole (ii) rejection vs acceptance (iii) carelessness vs protection (iv) neglect vs indulgence (v) utopian expectation vs realism (vi) lenient standard vs moralism (vii) freedom vs discipline; and (viii) faculty role expectation vs realistic role expectation.

Ho₃, There exists no significant difference in self-confidence among school students with respect to (i) fathering as a whole (ii) rejection vs acceptance (iii) carelessness vs protection (iv) neglect vs indulgence (v) utopian expectation vs realism (vi) lenient standard vs moralism (vii) freedom vs discipline; and (viii) faculty role expectation vs realistic role expectation.

Variables Involved in the Study

In the present study, self-confidence was treated as dependent variable and parenting including mothering and fathering were treated as independent variables.

Design of the Study

In the present study, descriptive survey method was used. The impact of independent variable i.e. parenting including mothering and fathering were studied on dependent variable i.e. self-confidence among school students.

Sample

For the present study, 400 students studying in secondary schools of Faridabad district affiliated to CBSE board were randomly selected for data collection who have both the parents-mother and father. The self-confidence of school students has been studied with respect to parenting and its modes (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation and marital conflict vs marital adjustment). The eighth mode of parenting (marital conflict vs marital adjustment) has been studied only in parenting as a whole. The same has not been studied in mothering and fathering as well. As per the norms of sten scores mentioned in the manual of parenting scale, the students who scored between 1 to 4 were categorized as students with negative mode of parenting and the students who scored between 7 to 10 in sten scores were categorized as on positive mode of parenting. The students who scored between 4 to 7 on sten scores were not considered in present study.

Tools Used

Self-Confidence Scale developed by the Gupta and Lakhani (2018)^[8] was used to assess the level of self-confidence among secondary and senior secondary school students. The scale has 48 items under five dimensions (decisiveness, self-concept, self-control, inter-personal relations and parental support). The reliability of the scale was 0.840. Inter-correlations among different dimensions of the scale have indicated high construct validity of the scale which ranging from 0.264 to 0.439.

Parenting Scale standardized by Bhardwaj, Sharma and Garg (1995)^[4] have been used in the study. The scale includes the perceptions of children regarding fathering and mothering separately as well as parenting as a whole in form of 40 statements on different dichotomous modes of parenting. The reliability of the different modes of parenting determined by Test-retest method ranged from 0.54 to 0.79. The co-efficient of correlation among different modes of the parenting scale range between 0.36 to 0.62,

which shows scale has construct validity.

Statistical Techniques Used

In the present study, Means and SDs were worked out to describe the nature of the data and 't' test was applied to test the significance of difference between different groups with respect to variables under study.

Analysis and Interpretation

The purpose of the study was to study the impact of parenting and its modes (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation and marital conflict vs marital adjustment) on self-confidence among school students. For the purpose, the self-confidence of school students was studied with parenting as a whole, mothering and fathering as well.

Impact of Parenting and its Modes on Self-Confidence among School Students

The self-confidence of school students have been studied with respect to parenting and its modes (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation and marital conflict vs marital adjustment). Table 1 shows the means, SDs and t- values of self-confidence of school students with respect parenting and its modes. The mean scores of self-confidence of school students have also been shown in fig. 1 in which following abbreviations has been used to present the modes of parenting:

- Unfavorable vs Favorable Parenting- Unfav vs Fav
- Rejection vs Acceptance- Rej vs Acc
- Carelessness vs Protection- Car vs Pro
- Neglect vs Indulgence- Neg vs Ind
- Utopian expectation vs Realism- Utpn Exp vs Real
- Lenient standard vs Moralism- Lent Std vs Mor
- Freedom vs Discipline- Fre vs Dis
- Faculty Role Expectation vs Realistic Role Expectation –FR Exp vs RR Exp
- Marital Conflict vs Marital Adjustment-MC vs MA

Table-1 Means, SDs and t-values of Self-Confidence of School Students with respect to Parenting and its Modes

| Parenting and its Modes | | N | Means | Sds | t-values |
|-------------------------|----------------------------|-----|--------|--------|----------|
| Parenting –as a whole | Unfavourable | 95 | 163.70 | 17.26 | 4.643** |
| | Favourable | 90 | 183.24 | 23.754 | |
| 1 | Rejection | 91 | 136.97 | 18.158 | 10.241** |
| | Acceptance | 93 | 182.11 | 24.15 | |
| 2 | Carelessness | 93 | 166.17 | 18.057 | 3.851** |
| | Protection | 103 | 182.21 | 23.263 | |
| 3 | Neglect | 92 | 147.67 | 30.245 | 3.737** |
| | Indulgence | 103 | 169.69 | 27.948 | |
| 4 | Utopian Expectation | 93 | 141.61 | 26.831 | 4.793** |
| | Realism | 103 | 169.68 | 29.288 | |
| 5 | Lenient Standard | 88 | 139.06 | 21.307 | 9.137** |
| | Moralism | 84 | 186.28 | 27.315 | |
| 6 | Freedom | 95 | 136.25 | 16.842 | 3.362** |
| | Discipline | 105 | 151.78 | 29.615 | |
| 7 | Faculty Role Expectation | 95 | 136.25 | 16.842 | 10.034** |
| | Realistic Role Expectation | 89 | 152.66 | 27.332 | |
| 8 | Marital Conflict | 107 | 133.15 | 13.270 | 16.498** |
| | Marital Adjustment | 90 | 187.55 | 19.106 | |

****Significant at 0.01 level**

It is clear from table 1 that t-value (4.643) for the mean scores of self-confidence of school students with respect to unfavourable and favourable parenting is found to be significant at 0.01 level. This states that null hypothesis Ho1 (i) "There exists no significant difference in self-confidence among school students on the basis of unfavourable and favourable parenting" is not retained. Dembo, Small and Salvin (1947) [7], Mathur & Lakhani (2013) [11] also found the similar results and concluded that parenting has significant impact on self-confidence among children. Table 1 also reflects that mean scores of modes of parenting (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation and marital conflict vs marital adjustment) were significant at 0.01 level. Therefore, the null hypotheses Ho1 (ii), Ho1 (iii), Ho1 (iv), Ho1 (v), Ho1 (vi), Ho1 (vii), Ho1 (viii) and Ho1 (ix) were not retained. Chopra (2005) [6] also found that parental involvement have positive impact on self-confidence among children.

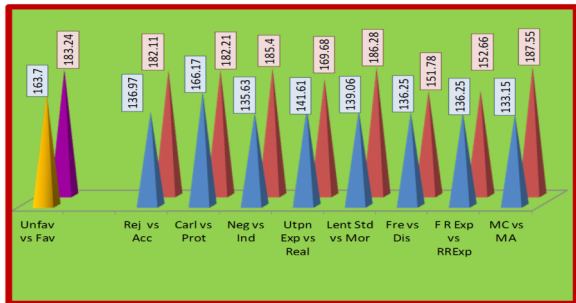


Fig. 2 : Mean Scores of Self-Confidence of School Students with respect to Parenting and its Modes Impact of Mothering and its Modes on Self-Confidence among School Students

Self-Confidence of school student has been studied with respect to the mothering and its modes. Table 2 shows the means, SDs and t-values of self-confidence of school students with respect mothering and its seven modes as eighth mode viz marital conflict vs marital adjustment is not studied separately in mothering. The mean scores of self-confidence of school students also been shown in figure 2.

Table-2Means, SDs and t-values of Self-Confidence of School Students with respect to Mothering & its Modes

| Mothering and its Modes | N | Mea ns | SDs | t-values |
|-------------------------|----------------------------|--------|--------|----------|
| Mothering –as a whole | Unfavourable | 87 | 144.09 | 26.194 |
| | Favourable | 110 | 184.09 | 26.07 |
| 1 | Rejection | 86 | 142.60 | 20.736 |
| | Acceptance | 89 | 176.12 | 30.166 |
| 2 | Carelessness | 96 | 133.84 | 13.374 |
| | Protection | 88 | 187.60 | 20.593 |
| 3 | Neglect | 102 | 164.31 | 19.052 |
| | Indulgence | 101 | 170.09 | 19.309 |
| 4 | Utopian Expectation | 107 | 165.57 | 15.325 |
| | Realism | 94 | 168.46 | 17.906 |
| 5 | Lenient Standard | 101 | 138.76 | 20.891 |
| | Moralism | 104 | 179.44 | 29.544 |
| 6 | Freedom | 82 | 137.04 | 21.875 |
| | Discipline | 85 | 159.96 | 31.656 |
| 7 | Faculty Role Expectation | 87 | 140.45 | 24.778 |
| | Realistic Role Expectation | 110 | 177.73 | 29.307 |

**** Significant at 0.01 level**

NS- Not Significant

It is observed from the table 2 that the t-value (7.555) of mean scores of self-confidence of school students with respect to unfavourable and

favourable mothering is found to be significant | 0.01 level. Hence the null hypothesis Ho2(i) "There exists no significant difference in self-confidence among school students with respect to unfavourable and favourable mothering" is not retained. It can be further seen that self-confidence of school students in favourable mothering is higher than unfavourable mothering. The possible reason for this difference may be due to the fact that the favourable mothering affects the self-confidence among school students. Further, the table 2 presents that t-value between the mean scores of self-confidence of school students with respect to rejection vs acceptance, carelessness vs protection, lenient standard vs moralism freedom vs discipline, faculty role expectation vs realistic role expectation as modes of mothering were significant at 0.01 level. Therefore the null hypotheses Ho2 (ii), Ho2 (iii), Ho2 (vi), Ho2 (vii) and Ho2 (viii) are rejected. Steinberg, (1992) [16] and Zahir (1988) [18] also found similar results and concluded that mother's acceptance affects the child's behaviour. Table 2 also depicts that t-value between the mean scores of self-confidence of school students with respect to neglect vs indulgence, utopian expectation vs realism insignificant. Therefore null hypotheses Ho2 (iv) and Ho2 (v) are retained.

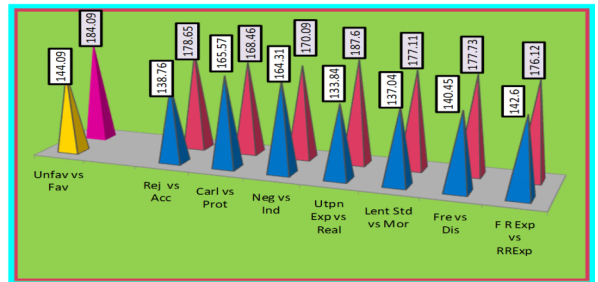


Fig. 2: Mean Scores of Self-Confidence of School Students with respect to Mothering and its Modes Impact of Mothering and its modes on Self-Confidence among School Students

The self-confidence of school student has been studied with respect to the fathering and its modes. Table 3 shows the means, SDs and t-values of self-confidence of school students with respect fathering and its seven modes as eighth mode viz marital conflict vs marital adjustment has not been studied separately. The mean scores of self-confidence of school students with respect to fathering and its modes also have been shown in figure

3. Table-3Means, SDs and t-values of Self-Confidence of School Students with respect to Fathering & its Modes

| Fathering and its Modes | N | Mea ns | SDs | t-values |
|-------------------------|----------------------------|--------|---------|----------|
| Fathering –as a whole | Unfavourable | 92 | 135.63 | 17.165 |
| | Favourable | 96 | 186.67 | 23.587 |
| 1 | Rejection | 108 | 135.74 | 15.895 |
| | Acceptance | 94 | 184.457 | 24.317 |
| 2 | Carelessness | 81 | 132.29 | 19.761 |
| | Protection | 90 | 190.95 | 17.201 |
| 3 | Neglect | 96 | 148.39 | 24.116 |
| | Indulgence | 98 | 172.26 | 34.345 |
| 4 | Utopian Expectation | 101 | 145.64 | 22.797 |
| | Realism | 104 | 184.72 | 26.111 |
| 5 | Lenient Standard | 97 | 138.25 | 23.223 |
| | Moralism | 87 | 187.29 | 25.290 |
| 6 | Freedom | 95 | 136.95 | 17.803 |
| | Discipline | 97 | 182.12 | 23.802 |
| 7 | Faculty Role Expectation | 96 | 158.64 | 31.878 |
| | Realistic Role Expectation | 102 | 184.52 | 24.482 |

**** Significant at 0.01 level**

It can be observed from the table 3 that the t-value (18.105) between the mean scores of self-confidence of school students with respect to unfavourable and favourable fathering is found to be significant at 0.05 level. Hence the null hypothesis Ho3 (i) "There exists no significant difference between the self-confidence among school students with respect to unfavourable vs favourable fathering" is not retained. It can also be seen that self-confidence of school students in favourable fathering is higher than unfavourable fathering which indicate that fathering has affect on self-confidence among school students. An examination of the table 3 further shows that t-value between the mean scores of self-confidence of school students with respect to modes of fathering (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation and marital conflict vs marital adjustment) are significant at 0.01 level. Therefore the null hypotheses Ho3 (ii), Ho3 (iii), Ho3 (iv), Ho3 (v), Ho3 (vi), Ho3 (vii) and Ho3 (viii) are not retained. Therefore, it can be concluded that self-confidence happened to be the resultant from the role of fathering in general in early adolescents in both the sexes (Mithas, 1997) [12]. The table 3 further revealed that the t-value between the mean scores of self-confidence of school students with respect to carelessness vs protection, neglect vs indulgence, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation as modes of fathering were not significant. Therefore the null hypothesis Ho3 (ii), Ho3 (iii), Ho3 (v), Ho3 (vi) and Ho3 (vii) are retained. It may be due to the reason that self-confidence of school students may be not significantly affected by protection, indulgence, moralism, realistic role expectation of fathering in comparison to their counterparts.

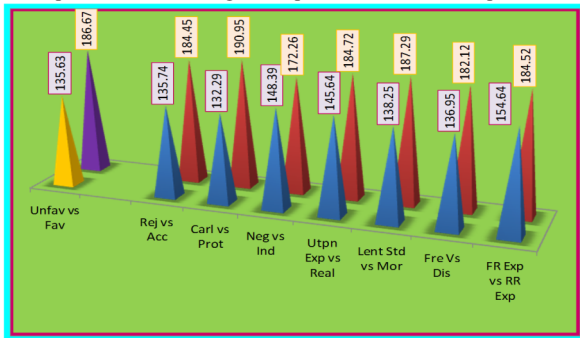


Fig. 3: Mean Scores of Self-Confidence of School Students with respect to Fathering and its Modes

Conclusion

The study revealed that there was significant difference in self-confidence between school students with respect to favorable vs unfavorable parenting and favorable vs unfavorable parenting including mothering and fathering. It can be inferred that the self-confidence of the students who have favorable parenting, mothering and fathering as well as favorable fathering have higher self-confidence in comparison to their counterparts. The possible reason for this difference may be that the favorable parenting up to reasonable degree affects the self-confidence significantly. Hence, it is suggested that parents should present good examples before their children in all activities. Children need encouragement in the form of praise, expressed interest and rewarded effort. Verbal or non-verbal material or other rewards given judiciously to children for their appreciable efforts, behaviors and achievements can do wonder even among adolescents because the need for approval is high among them. Family communication is both a pillar and an index of family health that surface in the storm and stress of adolescence. Frequent open family discussion show that the family works well for the proper development of its children. What parents ought to do is to understand their children's hidden capacities and channelize them properly so that each one could excel in the field suited to its abilities and interest.

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