



## A STUDY OF THE LEVEL OF SELF CONFIDENCE AMONG SENIOR SECONDARY STUDENTS

<sup>1</sup>Smt. Ranjita Uniyal, <sup>2</sup>Dr. Geeta Khanduri

<sup>1</sup>Research Scholar, <sup>2</sup>Professor, Department of Education, H.N.B. Garhwal University, Srinagar, Garhwal, Uttarakhand.

**Abstract:** Every man and woman wants to become a successful person in their lives but the level of self-confidence ensures the possibilities of success in every walk of life. Therefore, in the present study the researcher aimed to assess the level of self-confidence among senior secondary students. For collection of data, a sample of 473 students was selected from 6 government and 7 private schools of Sahaspur block of Dehradun district (Uttarakhand) through stratified random sampling technique. The data was collected by Self-Confidence Inventory developed by Rekha Gupta. The findings of the study revealed that gender, type of school management and stream have a significant impact on the level of self-confidence of the students.

**Key words -** Adolescent, Self-Confidence, Senior Secondary Student.

### Introduction:

“Our thoughts and imaginations are the only real limits to our possibilities”. \_ Orison Swett Marden

Human beings are the best creatures in the world as they have incredible power of thinking, analyzing and criticizing which enables them to access control all over the world. Thoughts of a person play an important role to be a successful person in one's life. In Shreemadd Bhagwatgita, it is quoted ‘Man is made by his belief, As he believes, so he is’. ‘Believing in one self’ is a key to personal success. (James, 1890). The level of self-confidence ensures the possibilities of success in every walk of life. (Lal, 2014).

A man or woman who has greater self-confidence than ordinary people can do anything out of the ordinary limits. They think that they can do almost anything which they really want. They do not afraid of anyone and anything and try to make their dreams come true. They are bold enough and imaginative in their actions and try to do their work more creatively with new ideas and ways of doing things (Tracy, 2012). However, having greater self-confidence does not mean they will be able to do everything they want but they continuously try to solve the difficulties and problems that arise in day to day life. They never give up and try persistently after learning from failures. They tackle situations successfully without leaning on others (Goel & Aggarwal, 2012).

Conversely, many could have low level of self-confidence. They might be doubtful about their own abilities and fear facing new situations. They compare themselves with others and instead of relying on their own capabilities, they think about their weaknesses and limitations (Tracy, 2012). Surprisingly, low self-confidence does not mean lack of ability. It is a result of comparing ones with others and unrealistic expectations of parents and society. Although, it is not permanent but it can be, if it is not addressed (Goel & Aggarwal, 2012). It is a good thing that self-confidence is a mental quality which can be developed and enhanced through practice.

Self-confidence is not a global personality trait which accounts for overall performances in all aspects of life. Every one may have certain amount of self-confidence in doing some activities, e.g. cooking food & cultural activities and less in others, e.g. academics & athletics (National Researcher Council, 1994). So everyone can progress up to the point, where they feel quite confident. So it is essential to develop those qualities within oneself that makes them self-confident (Tracy, 2012).

Self-confident persons have a strong sense of control, strength and power, good psychological adjustment, effective personality, positive attitude towards oneself and the world around them, personal happiness and leadership qualities (Tracy, 2012). They are intellectually adequate, emotionally mature, socially competent, optimistic, decisive, satisfied, independent, self-assured, self-reliant and fairly assertive (Goel & Aggarwal, 2012).

Self-confidence is a thought process that thrusts to trust our own abilities. It is a positive feeling about oneself and the world around while accepting one's faults and limitations that lead to actions courageously with sense of self-respect (Peterson, 2017). It motivates and regulates us in our daily lives and pushes us with a great force to achieve some more ambitious goals that we set for ourselves. It is the most powerful factor that plays an important role to acquire performance and get success in different tasks in our lives (National Research Council, 1994).

Self-confidence is a valuable personality trait that is recognized as a key to address, convince and impress people, do creative works and innovative researches, establish successful firms, get high posts in a company, give powerful presentation of any work and to give the best academic performance and so on. Psychologists, educationists and philosophers all have focused that self-image played an important role in motivation, decision making, and communication with others (Benabou and Tirole, 2002). Motivation of learning is increased with enhancement of self-confidence through school based prevention programs which leads to actual improvements in academic achievements of students (Yamasaki et al., 2015). Students having higher self-confidence use more effective metacognitive skills such as strategies of note taking, summarizing, reflecting and reviewing that play an important role in successful learning (Kisac & Budak, 2014). So self-confidence plays an important role in student's life, especially during secondary education because at that time they are in the phase of adolescence which is unique phase in human growth & development.

Adolescence is a phase which creates uncertainty due to rapid physiological, psychological and social changes, especially sexual maturity in individuals. It is the period of challenges as they need to adjust with themselves, with their families, with their peer groups, societies and institutions (Kumar, 2012). Adolescence is a period during which an individual is physically well grown but emotionally immature. At this time they are exposed to new social situations, responsibilities, parental, teacher, societal and peer demands and expectations coupled with academic burden. Sometimes individuals are unable to handle these situations properly. It creates tension which is often accompanied by many other problems such as emotional instability, insecurity, indecisiveness, delinquency, aggression, violence, substance abuse and sexual obsession and if these problems are not considered properly, chances of losing self-confidence increases, sometimes leading to suicidal tendencies. The researches exposes that 7.06% adolescents have suicidal or homicidal thoughts. (Patil & Almale, 2018).

So it becomes compulsory to assess the level of self-confidence among school students. Therefore, the present study aimed to assess the level of self-confidence among senior secondary students on the basis of gender, types of school management and stream.

### Statement of the problems:

A Study of the Level of Self-Confidence among Senior Secondary Students.

### Objectives:

To study and compare the level of self-confidence among senior secondary students on the basis of gender, types of school management and stream.

### Hypotheses (H<sub>0</sub>):

1. There will be no significant difference between the levels of self-confidence of senior secondary students on the basis of gender.
2. There will be no significant difference between the levels of self-confidence of senior secondary students on the basis of types of school management.
3. There will be no significant difference between the levels of self-confidence of senior secondary students on the basis of stream.

### Delimitations of the study:

The present study has been delimited to the students of class 11<sup>th</sup> studying in different government and private schools of Sahaspur block of Dehradun District (Uttarakhand) only.

### Research Design

1. **Research method:** The descriptive survey method has been used in the present study.
2. **Population:** All senior secondary students studying in government and private schools of district Dehradun (Uttarakhand) was the population of the present study.
3. **Sample & Sampling:** The population of Sahaspur block was stratified into government and private schools. Further students were stratified under streams and gender. So a total of 473 students were selected from 6 government and 7 private schools of Sahaspur block of Dehradun district (Uttarakhand) as a sample through stratified random sampling technique.

Sampling design (No. of Students)

Government				Private				Total	
218				255				473	
Science		Non-science		Science		Non-science		Science	Non-science
133		85		137		118		270	203
Male	female	Male	female	Male	female	Male	female	Male	Female
82	51	45	40	78	59	53	65	258	215

4. **Tool used:** Self-confidence inventory developed and standardized by Rekha Gupta was used for collection of the data. It contains 56 items. The Reliability Coefficient of the inventory by Split-Half method is 0.91, by K-R Formula is 0.89 and by Test-Retest method is 0.78 and the Validity Coefficient is 0.82. The scores obtained by this inventory indicate that the higher the score, the lower would be the level of Self-Confidence and vice-versa.

5. **Statistical Techniques:** In the present study Arithmetic mean, S.D. and t-test have been used for analyzing the data.

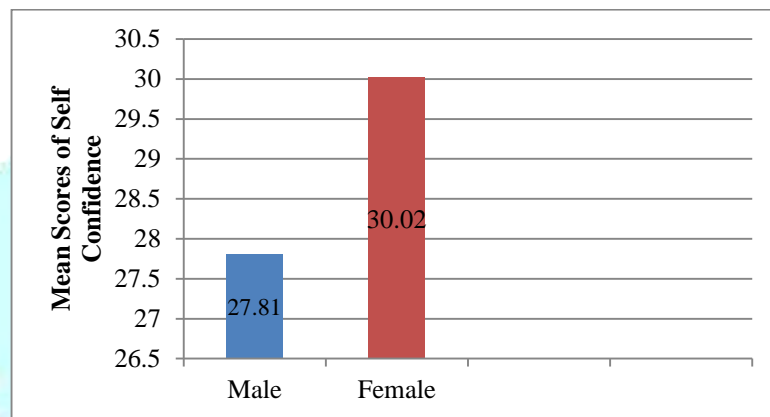
### Result and Discussion:

**H<sub>01</sub>:** There will be no significant difference between the levels of self-confidence of senior secondary students on the basis of gender.

**Table - 1**  
Mean, S.D. and t-value of Self-Confidence Scores of Male and Female Senior Secondary Students

	Gender	N	Mean	Std. Deviation	T	Df	Sig.(2-tailed)
SCI	Male	258	27.81	8.901	-2.545*	471	.011
	Female	215	30.02	9.926			

\*significant at 0.05 level of significance



**Figure 1: Mean Scores of Self-Confidence of Male and Female students**

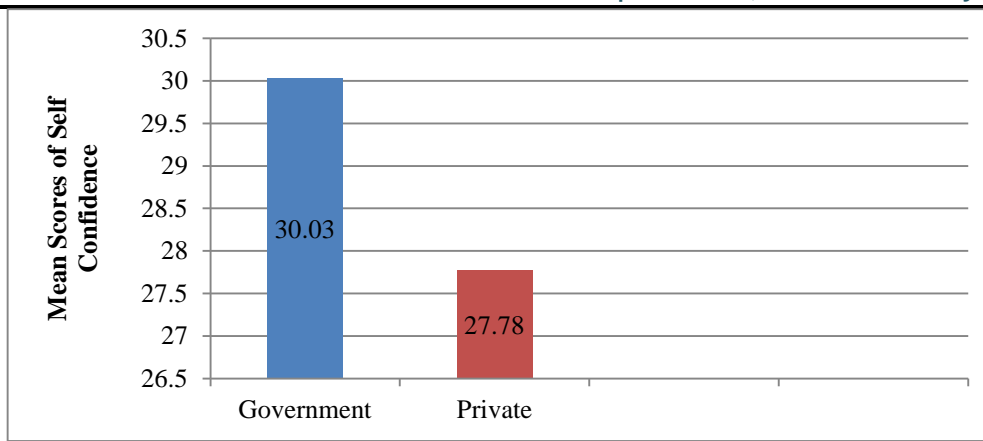
Table 1 shows that  $t = -2.545$ ,  $p = 0.011 < 0.05$  (sig. 2-tailed). It indicates that mean scores of self-confidence of male and female senior secondary students differ significantly. Since, the higher the score, the lower would be the level of self-confidence that means females have less self-confidence than males. Lal, (2014) also found that male and female adolescents have significant difference in their level of self-confidence. Hence, null hypothesis ( $H_{01}$ ) that "There will be no significant difference between the levels of self-confidence of senior secondary students on the basis of gender" is rejected at 0.05 level of significance.

**H<sub>02</sub>:** There will be no significant difference between the levels of self-confidence of senior secondary students on the basis of types of school management.

**Table - 2**  
Mean S.D. and t-value of Self-Confidence Scores of Government and Private Senior Secondary School Students.

	Type of School	N	Mean	Std. Deviation	T	Df	Sig.(2-tailed)
SCI	Government	218	30.03	9.881	2.608**	471	.009
	Private	255	27.78	8.925			

\*\* Significant at 0.01 level of significance



**Figure 2: Mean Scores of Self-Confidence of Government and Private School students**

Table - 2 shows  $t=2.608$ ,  $p=0.009 < 0.01$  (sig. 2-tailed). It indicates that there is a significant difference between mean scores of self-confidence of government and private senior secondary school students and government school students have less self-confidence than private school students. Hence, null hypothesis ( $H_{02}$ ) i.e. "There will be no significant difference between the levels of self-confidence of senior secondary students on the basis of types of school management" is rejected at 0.01 level of significance.

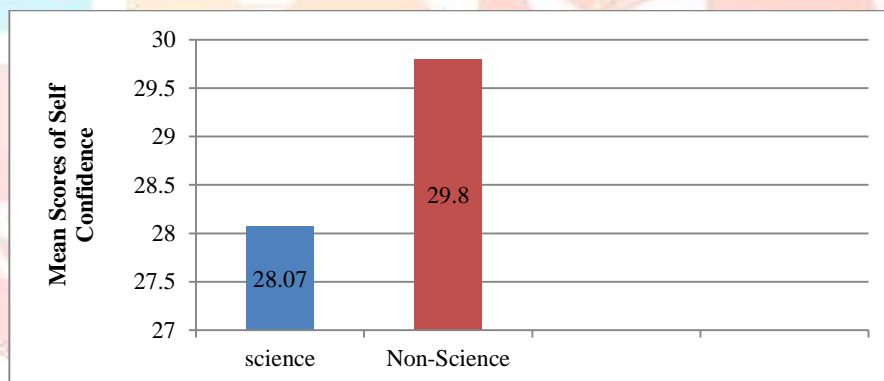
$H_{03}$ : There will be no significant difference between the levels of self-confidence of senior secondary students on the basis of streams.

**Table – 3**

**Mean S.D. and t-value of Self-Confidence Scores of Senior Secondary Students of Science and Non-Science Streams.**

	Stream	N	Mean	Std. Deviation	T	Df	Sig.(2-tailed)
SCI	Science	270	28.07	10.245	-1.979*	471	.048
	Non-Science	203	29.80	8.155			

\*Significant at 0.05 level of significance



**Figure 3- Mean Scores of Self-Confidence of the students of science and Non-Science streams**

Table -3 shows  $t= -1.979$ ,  $p=0.048 < 0.05$  (sig. 2-tailed). It indicates that students are significantly different in their mean scores of self-confidence on the basis of stream and students of non- science stream have less self-confidence as compared to their counterpart. Hence Null hypothesis ( $H_{03}$ ), "There will be no significant difference between the levels of self-confidence of senior secondary students on the basis of stream" is rejected at 0.05 level of significance.

### Conclusion

Adolescence is a phase of susceptibility and great opportunity. Experiences and impressions acquired in this formative period of life determine the future of an individual. Therefore, it is the time to assess the level of self-confidence of the students so that some efforts can be made to make them self-confident in their fields of interests and talents and the fields in which they feel quite comfortable and confident. The findings of the present study revealed that gender, type of school management and stream have an impact on the level of self-confidence. Therefore, it becomes necessary to diagnose the reasons behind differences among the levels of self-confidence of students with respect to gender, stream and type of school management and try to resolve the problems which are responsible for reduction of self-confidence. There is also an absolute need to organize intervention programs, co-curricular activities and guidance & counselling programs to enhance the level of self-confidence of students.

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