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## RESEARCH ARTICLE

### SELF-CONFIDENCE OF SENIOR SECONDARY SCHOOL STUDENTS OF SHIMLA DISTRICT

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#### ABSTRACT

This study was conducted to study the self-confidence of senior secondary school students of Shimla district. Sample of the study consisted of 200(100 of each stream as well as area) school students on which Agnihotri's Self-Confidence Inventory (ASCI) constructed by Dr. Rekha Agnihotri was administered. For the analysis and interpretation of data the Analysis of Variance (ANOVA) was applied and 't' test was used where required. School students not differed in self confidence w.r.t. their gender and area. School students differed significantly in self confidence w.r.t. their stream. Gender x stream had combined effect on self confidence of school students at 0.05 level of significance. Gender x stream x area had no combined effect on self confidence of school students even at 0.05 level of significance.

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#### INTRODUCTION

Education in its broadest sense is any act of experience that has a formative effect on the mind, character or physical ability of an individual and in its technical sense education is the process by which society deliberately transmits its accumulated knowledge, value and skills from one generation to another through institution. Education helps in the development of individuality which includes physical, intellectual, emotional, social, aesthetic and moral aspects. With the development of individuality a person becomes self-confident, can solve various problems of life and become a good citizen.

##### **Self-Confidence**

Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is not a general characteristic which pervades all aspect of one's life. The people who are self-confident have a general sense of control in their lives and have their own abilities and believe that, within reason they can do what they wish, plan and expect. According to Bandura (1986) self-confidence is considered one of the most influential motivator and regulators of behavior in people everyday life. A growing body of evidence suggest that one perception of ability of self-confidence is the control mediating construct of achievement strivings. Self-confidence develops as a result of child's internal knowledge that he/she succeeded in the task where failure was a real possibility. This is an important element in emotional growth, which is children's primary work at that phase of their life.

Self-confident people are willing to take risk against disapproval of others because they trust their own abilities. According Persaud (2006), true self-confidence comes from where you perform yourself, no matter how difficult the problem life throws at you, that you will try as hard as you can to help yourself. You acknowledge that sometimes your efforts to help yourself may not result in success, as often being properly rewarded is not in your control. Self-confidence is an attitude which allows individuals to have positive yet realistic view of themselves and their situations. Having self-confidence does not mean that individual will be able to do everything. Self-confident people have expectations that are realistic, even when some of their expectation are not met; they continue to be positive and to accept themselves.

##### **Significance of the study**

Education is that process through which we can bring out the potentialities or capacity of an individual or a child and makes him self-confident. Self-confidence helps students to perform their best and adds to their personality. A self-confident student always adjust himself effectively in the environment and progresses effectively. He/she never fears from any failure and always succeeds not only in his student life but also in his whole life self confident students never allow any type of fear, phobia or anxiety to dominate them. They always have positive frame of mind and failure never hinder their progress. They never allow any type of inferiority complex to develop in themselves. They always believe in themselves and take right decision in right time. The findings of present study can provide clue for enhancing self-confidence of students, improving instructional strategies and effective learning.

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### Objectives of the study

- To study and compare self-confidence level of students in relation to their gender.
- To study and compare self-confidence level of students in relation to their stream.
- To study and compare self-confidence level of students in relation to their area.
- To study double interaction effect of gender and stream on self-confidence level of students.
- To study double interaction effect of gender and area on self-confidence level of students.
- To study double interaction effect of stream and area on self-confidence level of students.
- To study triple interaction effect of gender, stream and area on self-confidence level of students.

### Hypotheses of the study

- Self-confidence of school students will not differ significantly with respect to their gender.
- Self-confidence of school students will not differ significantly with respect to their stream.
- Self-confidence of school students will not differ significantly with respect to their area.
- Self-confidence of school students will not interact significantly with respect to their gender and stream.
- Self-confidence of school students will not interact significantly with respect to their gender and area.
- Self-confidence of school students will not interact significantly with respect to their stream and area.
- Self-confidence of school students will not interact significantly with respect to their gender, stream and area.

### Delimitations of the study

- The study was delimited to the Shimla District of Himachal Pradesh.
- The study was delimited to the government senior secondary schools of rural and urban areas of Shimla District.
- The study was delimited to the male and female students of science and commerce streams.

### Operational definitions of the term used

- 1) Self-confidence: it is essentially a positive attitude of oneself towards one's self-concept.
- 2) Gender: it refers to sex of male and female secondary school students
- 3) Area: it consist of rural and urban areas of Shimla District which are defined as follows:
  - Urban Area: Areas which have been notified as Municipal Corporation or Municipal Committee or Notified Area Committee, Nagar Panchayats.
  - Rural Area: The area which is governed by Gram Panchayats and notified as rural area by the state government.
- 4) Stream: it refers to science and commerce academic subject.

### Review of related literature

Researcher always takes advantage of the knowledge accumulated in the past, before embarking upon the study properly. In the planning of any research study, one of the important steps is the careful review of the research journals, books and other sources of information related the problem to be investigated. An adequate knowledge of related literature is an indispensable realm for an investigator to unearth the basis of the edifice of knowledge, which is always found upon creating experiences in the fields. Keeping in view, the importance of the related literature, a survey of the related literature was conducted by the investigator.

**Christansen (2000):** Conducted a study on bio chemical changes in the pale vault practices and competition and its relationship to anxiety and self-confidence. The results showed that their were issues that may have affected that pole vaulter in performance that is which were found to be consistent in their technique and psychological preparedness between competition and practices.

**Dipietro (2001):** Conducted a study with the purpose to determine the effect of constructivist intervention supported by technology on pre-service teacher's confidence in their own ability to plan and create six constructivist learning activities supported by technology. The results revealed significant difference in each of the six areas.

**Kou (2003):** Found that the self-confidence was negatively correlated with cognitive state anxiety, somatic state anxiety and trait anxiety. Male weight lifters had high self-confidence than female weight lifters. The international athlete's self-confidence was higher than local athletes.

**Baghla (2004):** Conducted a study on the effect of socio-emotional climate of school on self-confidence of students. From her studies she concluded that- male and female students do not differ in their self-confidence and type of sex and school interacted significantly on the self-confidence of students.

**Ellen (2005):** Examine the effect of confidence building techniques on nurses during specific competency assessments of an eight day orientation courses in a mid western health care institution. The results showed that their were significant difference between the pre test and post self confidence rating for nurses in both the control and intervention group.

**Lois (2006):** Conducted a study to gain an understanding of the development of self-confidence by exploring and describing the students lived experiences. It was suggested that students be provided with tools to overcome negative attacks to self-confidence through a variety of positive activities and coping strategies.

**Ford (2007):** Studied the description of confidence of three novice teachers to teach science content and found that all three novice teachers reported high confidence level to teach middle school science and attributed their confidence level to a great degree to the integrated science series of courses.

**Donald (2008):** Conducted a study to determine if teacher use technology more effectively and with more confidence before

or after the integration of technology coach. The data suggested that a technology coach can improve the experience and confidence level of teachers who are trying to integrate technology into the classroom curriculum.

**Thakur (2008):** Reported that the students of public school have more self-confidence followed by the students of central and govt. schools. Although type of sex does not influence the self-confidence of the students, whereas type of school influences.

**Griffin (2009):** Conducted a study to determine if there were differences in teachers self-confidence based on perceived leadership style of the principal. The results suggested that teachers perception of self-confidence existed on different levels.

**Orth (2010):** Studied the development of self-esteem from young adulthood to old age and reported that self-esteem was lowest among young adults but increased throughout adulthood, peaking at the age sixteen, before it started to decline.

**MATERIALS AND METHODS**

**Sample:** The final sample of the study consisted of 200 school students (100 of each gender, area and stream) of government senior secondary schools of Shimla District.

**Tool employed for Data collection:** To collect the requisite data the investigator used the following tool:

- Agnihotri’s Self-Confidence Inventory (ASCI) constructed by Dr. Rekha Agnihotri.
- The inventory has been designed to assess the level of Self-Confidence among adolescents and adults. The validity coefficient obtained is .82 which is significant beyond 0.01 level. The obtained reliability coefficient for test-retest is 0.78 and index of reliability is 0.88.
- The present inventory contains 56 items which can be easily scored by hand. A score of 1 is awarded for a response indicative of lack of confidence for making cross (X) to wrong response to item number 2, 7, 23, 31, 40, 41, 43, 44, 45, 53, 54, 55 and for making cross (X) to right response to the rest of items. Hence the lower the score, the higher would be the level of self-confidence and vice-versa.

**Statistical Technique used:** For the analysis and interpretation of data the Analysis of Variance (ANOVA) was applied

**Analysis and interpretation of data**

In order to study the main effects of type of gender, stream and area of sampled school students on the self-confidence inventory, statistical technique of analysis of variance (2x2x2, factorial design involving two levels of gender i.e. male and female, two types of stream i.e. science and commerce and two types of area i.e. rural and urban) was applied. Total scores and means of self-confidence of school students with respect to their gender, stream and area are given in the table 1, 2 and 3 as follows.

**Table 1. Gender and Stream-wise Total Scores and Means of Self-Confidence of school students**

Gender \ Stream	Science	Commerce	Total
Male	1195 (23.90)	1237 (24.74)	2432 (24.32)
Female	1154 (23.08)	1435 (28.70)	2599 (25.99)
Total	2349 (23.49)	2672 (26.72)	5021 (25.10)

Table 1 reveals that female of commerce stream have the highest mean score i.e. 28.70 and the female of science stream have the lowest mean scores i.e. 23.08.

**Table 2. Gender and Area-wise Total Scores and Means of Self-Confidence of school students**

Gender \ Area	Urban	Rural	Total
Male	1224 (24.48)	1208 (24.16)	2432 (24.32)
Female	1275 (25.50)	1314 (26.28)	2589 (25.89)
Total	2499 (24.99)	2522 (25.22)	5021 (25.10)

Table 2 reveals that female of rural area have the highest mean score i.e. 26.28 and the male of rural area have the lowest mean score i.e. 24.16.

**Table 3. Stream and Area-wise Total Scores and Means of Self-Confidence of school students**

Stream \ Area	Urban	Rural	Total
Science	1133 (22.66)	1216 (24.32)	2349 (23.49)
Commerce	1366 (27.32)	1306 (26.12)	2672 (26.72)
Total	2499 (24.99)	2522 (25.22)	5021 (25.10)

**Table 4. Summary of Analysis of Variance**

Source of Variations	Sum of Squares	df	Mean Squares	'F' Ratio
Gender	123.25	1	123.25	2.25
Stream	521.65	1	521.65	9.52**
Area	2.65	1	2.65	0.04
Gender x Stream	285.60	1	285.60	5.21*
Gender x Area	15.12	1	15.12	0.27
Stream x Area	102.24	1	102.24	1.86
Gender x Stream x Area	3.65	1	3.65	0.06
Error Variance	10514.64	192	54.76	.....
Total Sum of Squares	11568.8	199	.....	.....

\* Significant at 0.05 level of significance  
 \*\* Significant at 0.01 level of significance

Table 3 reveals that the school students belonging to commerce stream of urban area have the highest mean score i.e. 27.32 and the school students belonging to science stream of urban area have the lowest mean score i.e. 22.66. From the means of above tables it is cleared that the school students are having average level of self-confidence (means between 23.00 to 26.00). From the means of self-confidence of school students 'F' values are calculated. The results are summarized in table 4 as follows:

**Main Effect of Gender:** Table 4 reveals that the calculated value of 'F' ratio for the main effect of gender of school students on self confidence is 2.25 for df 1 and 192, which is less than the 'F' table value at 0.05 level of significance. Hence the hypothesis no.1 'Self-confidence of school students will not differ significantly with respect to their gender' is retained. Thus it is interpreted that male and female school students possess almost equal level of self confidence.

**Main Effect of Stream:** Table 4 reveals that the calculated value of 'F' ratio for the main effect of stream of school students on self confidence is 9.52 for df 1 and 192, which is more than the 'F' table value at 0.01 level of significance. Hence the hypothesis no.2 'Self-confidence of school students will not differ significantly with respect to their stream' is not retained. Thus it is interpreted that school students belonging to science and arts stream do not possess equal level of self confidence. Further the 't' value was calculated by applying 't' test and the obtained value is 4.36 at df 198 which is highly significant at 0.01 level of significance. Thus it is interpreted that teachers having low and high emotional intelligence differ significantly in their social intelligence.

Further, 't' value was also calculated to test the significance of difference between the means of school students belonging to science and commerce stream. The 't' value along with means and SDs is given below in Table 5 as below:

**Table 5. 't' Value of School Students belonging to Science and Commerce Stream**

Groups	N	Means	SDs	SED	't' value
Science	100	23.49	7.85		
Commerce	100	26.72	7.06	1.04	3.10**

\*\* Significant at 0.01 level of significance.

In the above table the calculated value of 't' is 3.10 for df 198 which is significantly greater than the table value 2.60 at 0.01 level of significance. Hence it is concluded that the two groups differ from each other significantly. The mean difference of 3.23 scores between the means of the two groups affected the results significantly.

**Main Effect of Area:** Table 4 reveals that the calculated value of 'F' ratio for the main effect of area of school students on self confidence is 0.04 for df 1 and 192, which is less than the 'F' table value at 0.05 level of significance. Hence the hypothesis no.3 'Self-confidence of school students will not differ significantly with respect to their area' is retained. Thus it is interpreted that school students belonging to urban and rural area possess almost equal level of self confidence.

**Interaction Effect of Gender and Stream:** Table 4 reveals that the calculated value of 'F' ratio for the interaction effect of gender and stream of school students on self confidence is 5.21

for df 1 and 192, which is more than the 'F' table value at 0.05 level of significance. Hence the hypothesis no.4 'Self-confidence of school students will not interact significantly with respect to their gender and stream', is not retained at 0.05 level of significance. Thus it is interpreted that male and female school students of science and commerce stream interact significantly.

**Interaction Effect of Gender and Area:** Table 4 reveals that the calculated value of 'F' ratio for the interaction effect of gender and area of school students on self confidence is 0.27 for df 1 and 192, which is less than the 'F' table value even at 0.05 level of significance. Hence the hypothesis no.5 'Self-confidence of school students will not interact significantly with respect to their gender and area, is retained. Thus it is interpreted that male and female school students of rural and urban area do not interact significantly

**Interaction Effect of Stream and Area:** Table 4 reveals that the calculated value of 'F' ratio for the interaction effect of stream and area of school students on self confidence is 1.86 for df 1 and 192, which is less than the 'F' table value even at 0.05 level of significance. Hence the hypothesis no.6 'Self-confidence of school students will not interact significantly with respect to their stream and area, is retained. Thus it is interpreted that school students belonging to science and commerce of rural and urban area do not interact significantly

**Interaction Effect of Gender, Stream and Area:** Table 4 reveals that the calculated value of 'F' ratio for the interaction effect of gender, stream and area of school students on self confidence is 0.06 for df 1 and 192, which is less than the 'F' table value at 0.05 level of significance. Hence the hypothesis no.7 'Self-confidence of school students will not interact significantly with respect to their gender, stream and area, is retained. Thus it is interpreted that male and female school students of science and arts stream belonging to urban and rural area do not interact significantly even at 0.05 level of significance which signifies that gender, stream and area of school students do not affect self confidence.

## Conclusions

- School students not differed in self confidence w.r.t. their gender and area.
- School students differed significantly in self confidence w.r.t. their stream.
- Gender x stream had combined effect on self confidence of school students at 0.05 level of significance.
- Gender x stream x area had no combined effect on self confidence of school students even at 0.05 level of significance

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