# Analysis of Self Confidence Among Secondary School Students

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**ABSTRACT**
The present study conducted on academic achievement, personality and self-esteem among secondary school students studying in private school in and around Bangalore. The objective of the research was to study the significant difference between academic achievement on personality and self-esteem among secondary school students, to study on academic achievement, personality and self-esteem among boys and girls, to study the relationship between academic achievement, personality and self-esteem. Descriptive Survey Method Was Employed in the Present Study. A Sample Of 200 Girls Studying in Senior Secondary Schools of Jaunpur and Azamgarh Districts (100 From Each District) Of Uttar Pradesh Were Selected by Employing Random Sampling. The test of significance ('t' test) was used in order to find out the significance of the difference between the means of the internet aversion score. The collected data were computed with the SPSS 11.5and the results were furnished the independent t-test was used to find the difference between variables and the Pearson correlation test was used to calculate the relationship between the variables. Personality and self-esteem and there were no significant relationship between academic achievement, personality and self-esteem and thus the research agrees the null hypothesis.

## Introduction
Education is preparing child to live effectively in the contemporary society. Societies change over time and are not same at any point of time. World Health Organization has defined Life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Life Skills Education is suggested by many as a prevention and development approach to cope with present complex scenario of life. Self-confidence is the confidence that one has in oneself, about one's knowledge and one's abilities. The feeling of self-

confidence is a positive state of vibration where the subconscious mind is directed towards success. When an individual's level of self-confidence increases, then his/her chances to success in life also increases. Self-confidence deeply depends on one's character, guts, and self-worth and it focuses more on doing things that give positive results. Each positive experience is a positive reinforcement that increases one's self-confidence. Thus, self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people have expectations that are realistic. Even when some of their expectations are not met, they continue to be positive and accept themselves. Self-confidence is the belief in one's ability to succeed and is the stepping stone to progress.

## LITERATURE REVIEW

**Jhong Yun (Joy) Kim et.al (2021)** The purpose of this study is to identify how self-esteem of middle school students for mental care influences their academic achievement and to verify the mediation effect of GRIT on academic enthusiasm. Data of 2590 first graders in middle school from the Kora Children and Youth Panel Survey 2019 was used to support this study. Data analysis was performed by using SPSS21.0, AMOS22.0, and PROCESS macro program. The results are as follows. Comparison of the model fits of each full mediation model and partial mediation model with $\chi 2$ showed that the full mediation model was more suitable for this study. In more detail, the influence of self-esteem on GRIT and the influence of GRIT on academic enthusiasm were significantly positive. Lastly, the study identified that there was a mediation effect between self-esteem and academic achievement through GRIT and academic enthusiasm. It indicates that self-esteem is the key to improve academic achievement and that specific programs should be supplemented in order to enhance self-esteem, GRIT, and academic enthusiasm.

**L. A. M. H. P Udayakumari (2020)** This study was commenced to identify the self-confidence of secondary school students concerning cognitive style. Self-Confidence was the dependent variable and cognitive style (Integrated, Intuitive, Split, Systematic, and Undifferentiated) along with demographic variables i.e., gender (Male & Female) were the independent variables. The method of the study was a descriptive survey. The sample was 400 students studying in grade 11 selected through a multi-stage random sampling technique. Cognitive Style Inventory (CSI) and Self-confidence inventory (PSCI) were used to collect the data and Two-Way ANOVA with the 5×2 factorial design was used to analyze data. Levene's Test of Homogeneity of Variance was applied to test the assumption of homogeneity of variance for ANOVA. The first and foremost effect of cognitive style and gender on the self-confidence of secondary school students was found to be significant. Further, the double interaction effect of cognitive style and gender on the self-confidence of secondary school students was also found to be significant. The outcomes of the study have a suggestion for school teachers that they have to plan their teaching accordingly by adopting active teaching methods, proper teaching strategies, tools, and by guiding students and encouraging them for their academic achievements and self-confidence. For this, guest lectures, workshops, and seminars can be organized for the students who are lagging behind the poor selection of cognitive style.

**Abdullah Rahimi (2019)** This research paper examines the contributing factors affecting high school students' self-confidence and the solutions to enhance students'

self-confidence. The study used quantitative approach; the researcher conducted a survey study by developing a questionnaire comprising 20 items based on five Likerts scales. The data was collected from 100 high school students through random sampling which 75 were male and 25 females. The data was analyzed and interpreted in terms of mean and standard deviation through SPSS software (24) version. It was concluded that different factors like, students' feeling depressed, fear of making a mistake and others' much focus toward students affected their self-confidence. On the other hand, factors like, teachers' humor, students' feeling a sense of pride and students' encouragement and support from teachers' side could enhance their self-confidence.

**Dr. Madhuri Hooda et.l (2018**) He present study was undertaken to study the effect of problem solving ability and gender on self-confidence of secondary school students. The variable, self-confidence was treated as dependent variable, while problem solving ability and gender were treated as independent variables. A sample of 400 secondary school students was selected through multi-stage random sampling technique. Problem Solving Ability Test for school students (PSA) by Dubey and Self-Confidence Inventory (PSCI) developed by Pandey were used to collect the data. The obtained data were analyzed using Two Way ANOVA with 3×2 factorial design. Levene's Test of Homogeneity of Variance was also applied to test the assumption of homogeneity of variance for ANOVA. Main effect of problem-solving ability and gender on self-confidence of secondary school students was found to be significant. Similarly, significant interaction effect of problem-solving ability and gender was also reported on self-confidence of secondary school students. Thus, the more emphasize on development of problem-solving ability in the school curriculum is considered important because of its impact on developing effective self-confidence among students. School authorities need to take steps to diagnose the crucial difficulty areas in basic education. For this purpose, the school teachers are required to be trained for use of diagnostic and criterion-based evaluation procedures to make teaching-learning process more effective as well as child centered to enhance level of problem-solving ability.

*Dr. Neeru Rathee et.al (2017)* The purpose of this study is to investigate the issue of Self Confidence and its relationship with Academic Procrastination among senior secondary school student. The investigator has taken a sample of 60 school students. Random sampling technique is used in this study. Self Confidence test by Dr. (Miss) Rekha Agnihotri and Academic Procrastination Scale by Dr. Ashok K Kalia is used as tool. We found that there is a positive correlation between Self Confidence and Academic Achievement.

**METHODOLOGY**
Descriptive Survey Method Was Employed in The Present Study. A Sample Of 200 Girls Studying In Senior Secondary Schools Of Jaunpur And Azamgarh Districts (100 From Each District) Of Uttar Pradesh Were Selected By Employing Random Sampling. Out Of Each District, 2 Government And 2 Private Schools Were Selected (25 Girls Were Selected from Each School I.E., 100 Girls from Government And 100 From Private) Were Chosen by Employing Simple Random Sampling. In Order to Collect the Data, Two Psychological Tests Were Used, One Tool Was "Self-Confidence Inventory" By Rekha Agnihotri (2002) And Second Tool Was "Parental

Encouragement Scale" By Dr. Kusum Agarwal (1999). In Order to Find Differences Between Means, T-Test Was Used, While to Analyze the Relation in Self-Confidence and Parental Encouragement of Students Correlation Was Applied.

## Objectives Of the Present Study

The following were the objectives formulated for the present study
1. To study the secondary students' level of self-confidence.
2. To study if there is any significant difference in self-confidence between
a.   The higher secondary school boys and girls.
b.   The higher secondary students studying in the schools located in the urban area and in the rural area.
c.   The higher secondary students residing in the urban area and in the rural area.
d.   The higher secondary students studying in the Hindi medium and English medium.

## Hypotheses Of the Present Study

The following were the hypotheses framed from the formulated objectives
1. The higher secondary students show a high level of self-confidence.
2. There is no significant difference in self-confidence between
a.   The higher secondary school boys and girls.
b.   The higher secondary students studying in the schools located in the urban area and in the rural area.
c.   The higher secondary students residing in the urban area and in the rural area.
d.   The higher secondary students studying in the Hindi medium and English medium.

## Methodology Used

Normative survey method is used in the present study

## Sample

Sample of 500 secondary school students is taken for the study.

## Tool Used

Self Confidence Scale (SCS) constructed and validated.

## ANALYSIS

The mean and standard deviation for the entire sample and its sub-samples were computed for job satisfaction scores. The test of significance ('t' test) was used in order to find out the significance of the difference between the means of the internet aversion score. The collected data were computed with the SPSS 11.5and the results were furnished accordingly in the Table1.

Table 1 The Mean and The Standard Deviation of The Self Confidence Scores Of The Entire Samples And Its sub-Samples

| S.No | Samples | Sub-samples | N | Mean | SD | 't' Value | Significant at 0.05. Level |
|------|---------|-------------|---|------|-----|-----------|---------------------------|
| 1 | Entire sample | | 500 | 26.86 | 4.70 | - | - |
| 2 | Sex | Male Students | 223 | 26.77 | 4.80 | 0.35 | Not |
| | | Female Students | 277 | 26.92 | 4.63 | | Significant |
| 3 | School locality | Rural area | 305 | 26.40 | 4.78 | 2.72 | Significant |
| | | Urban area | 195 | 27.56 | 4.50 | | |
| 4 | Residence | Rural area | 327 | 27.04 | 4.62 | 1.17 | Not Significant |
| | | Urban area | 173 | 26.51 | 4.85 | | |
| 5 | Medium of study | Hindi medium | 305 | 26.93 | 4.66 | 0.42 | Not Significant |
| | | English medium | 195 | 26.74 | 4.77 | | |

**FINDINGS OF THE STUDY**

The following are the important findings of the present investigation which were inferred from the Table-1.

1. The higher secondary students show an average level of self-confidence.

2. There is no significant difference in self-confidence between the higher secondary school boys and girls.

3. There is a significant difference in self-confidence between the higher secondary students studying in the schools located in the urban area and in the rural area.

4. There is no significant difference in self-confidence between the higher secondary students residing in the urban area and in the rural area.

5. There is no significant difference in self-confidence between the higher secondary students studying in the Hindi medium and English medium.

As Per the Objectives, The Following Section Presents Variable Wise Analysis as Well as Interpretation of Data.

(I)Results Pertaining to Differences in Self-Confidence of Girls' Studying in Government and Private Schools

Table 2

| Variable | Govt. Schools | | Private Schools | | T- Value |
|----------|---------------|----|------------------|----|----------|
| **Self Confidence** | Mean | SD | Mean | SD | 2.47* (0.05) |
| | 28.55 | 7.61 | 25.54 | 9.47 | |

Table 2 Depicts the Mean Scores and Standard Deviation of Self-Confidence of Girls Studying in Government and Private Schools. The T-Value for Self-Confidence of

Girls Was Found to Be Statistically Significant At 0.05 Level. Hence From Above Discussion, It Can Be Indicated That Girls Studying in Private Schools Had Greater Self-Confidence Than Those Studying in Government Schools (As Per "Agnihotri's Self Confidence Inventory", "The Lower the Score, The Higher Would Be the Level of Self-Confidence And Vice Versa").

Therefore, The Hypothesis, "There Exists No Significant Difference in The Self-Confidence of Senior Secondary Girls Studying in Government Schools and Private Schools" Fails to Be Accepted.

(II)Results Relating to Differences in Parental Encouragement of Girls' Studying in Government and Private Schools.

Table 3

| Variable | Govt. Schools | | Private Schools | | T-Value |
|---|---|---|---|---|---|
| Parental Encouragement | Mean | S.D | Mean | S.D | 0.74 |
| | 337.5 | 30.10 | 333.9 | 37.41 | |

Table 3 Depicts the Mean Scores and Standard Deviation of Parental Encouragement of Girls' Studying in Government and Private Schools. The T-Value Calculated with Respect to Parental Encouragement of Girls Was Found Was Statistically Insignificant. Hence From Above Discussion, It Can Be Indicated That Girls Studying in Government and Private Schools Had Similar Parental Encouragement. Therefore, The Hypothesis, "There Exists No Significant Difference in The Parental Encouragement of Senior Secondary Girls Studying in Government Schools and Private Schools" Stands Accepted.

(III)Results Relating to Relationship in The Self-Confidence and Parental Encouragement of Girls

Table 4

| Variable | Self Confidence |
|---|---|
| Parental Encouragement | 0.44 |

The Above Table 4 Displays the Coefficient of Correlation (R) Of Self-Confidence and Parental Encouragement of Girl Students. The Coefficient of Correlation of Self-confidence and Parental Encouragement Was Found to Be Significant and Positive. On The Basis of The Above Discussion, It Can Be Indicated That There Exists a Positive Relation in Self-Confidence and Parental Encouragement of Girl Students. This Indicates That If More Parental Encouragement Is Provided to The Girls, Their Self-Confidence Will Improve. Therefore Hypothesis, namely "There Exists No Significant Relationship in The Self-Confidence and Parental Encouragement of Senior Secondary Girls" Stands Rejected.

**CONCLUSION**

Self-esteem is a person's evaluation about self-worth. It predicts one's belief about oneself. Home environment has a huge role in the development of an individual. From the present data, It can interpreted that higher the scores of home environment, higher will be scores of self-esteem; higher the scores of home environment, higher will be scores of academic achievement; higher the scores of self-esteem, higher will be scores of academic achievement. Therefore, if the home environment of the adolescent is favorable then his self-esteem is better and he will be confident enough to solve the problems and to face the hardships and challenges of life in an easy go. Hence, hypothesis got rejected. Also, he will perform better academically which will be helpful to achieve success in future.

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