A STUDY OF SELF-CONFIDENCE OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SOCIO-ECONOMIC STATUS

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Abstract: The purpose of the present study was to investigate the self-confidence of senior secondary school students in relation to socio-economic status. Survey method was used. A sample of 180 students of senior secondary school was selected from Rohtak district. The investigator used Socio-economic status scale (2006) developed by Rajbir Singh, Radhey Shyam, Satish Kumar and Self-Confidence Inventory (1987) developed by Dr. Rekha Agnihotry (ASCI). Finding of the study showed no significant difference in self-confidence of those male and female students who belong to high Socio-economic status and low Socio-economic status.

I. INTRODUCTION

Self-Confidence is the positive attitude of one-self towards one’s self concept. It is an attribute of a perceived self. It refers to a person’s perceived ability to tackle situations successfully without learning on other and to have a positive self-evaluation. It is a widely used concept both in popular language and psychology. Self-confidence is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative or affective ones. It refers to an individual’s sense of his or her value or worth, or the extent to which a person values, approves of appreciates, prizes, or likes him or herself. The most broad and frequently cited definition of self-confidence within psychology is Rosenberg’s (1965), who described it as a favourable or unfavorable attitude toward the self. Self-confidence is an attitude which allows individuals to have positive yet realistic units of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan and expect. Having self-confidence does not mean that individuals will be able to do everything. Self-confident people have expectations that are realistic. Even when some of their expectations are not met, they continue to be positive and to accept themselves. People who are not self-confident depend excessively on the approval of others in order to feel good about them. They tend to avoid taking risks because they fear failure. They generally do not expect to be successful. They often put themselves down and tend to discount or ignore complaints paid to them. By contrast, self-confident people are willing to take risk the disapproval of others because they generally trust their own abilities. They tend to accept themselves; they don’t feel they have to conform in order to be accepted.

Essential Domains of Self-Confidence are Socio-Economic Factors, Personality Factors and Mental Health Factors from Family, Friends and Significant others and Gender are essential domains of self-confidence. It is also necessary to mention that in the past, researcher only investigated levels of explicit self-confidence. Dhali and Thupral (2009) investigated intelligence as related to self-confidence and academic achievement of school students. The result of the study revealed that intelligence is significantly and positively related with self-confidence and academic achievement. Wankhade and Rokade (2011) conducted a comparative study on self-confidence of rural and urban students studying in 8th standard of various schools of Amravati. It was found that the average self-confidence of rural and urban, boys and girls are almost same and the rural boys were superior in their self-confidence in comparison to rural girls. The self-confidence of both sexes from urban areas found almost same. Selvaraj and Gnanadevan (2014) conducted a study on self-confidence and stress among higher secondary students of Cuddalore District of Tamil Nadu. This study reveals that there is a significant and negative relationship between self-confidence and different dimensions of stress such as, academic stress, interpersonal stress, intrapersonal stress, environmental stress and total stress.

II. NEED OF THE STUDY

In adolescence a child experiences many physical, mental and emotional changes. Therefore, he is always under stress and strains. As he grows, he faces many problems. In such circumstances it is very important to inculcate
self confidence. Self-confidence is essential factor of personality. With the strength of self-confidence one can solve the difficulties in social, intellectual, educational, individuals and economic field etc. Intelligence is significantly and positively related with self-confidence and socio-economic status (Dhall and Thukral, 2009 and AI-Hebaish, 2012). The individual with profound self-confidence can faces the conflict fearlessly. Self-confidence is affected by socio-economic status. So the researcher decided to study the topic effect of socio-economic status on the self-confidence of senior secondary school students.

III. OBJECTIVES OF THE STUDY
1. To compare the self-confidence of male and female students of senior secondary school with high socio-economic status.
2. To compare the self-confidence of male and female students of senior secondary school with low socio-economic status.
3. To compare the self-confidence of male students of senior secondary school with high socio-economic status and low socio-economic status.
4. To compare the self-confidence of female students of senior secondary school with high socio-economic status and low socio-economic status.

IV. HYPOTHESES OF THE STUDY
1. There is no significant difference in the self-confidence of male and female students of senior secondary school with high socio-economic status.
2. There is no significant difference in the self-confidence of male and female students of senior secondary school with low socio-economic status.
3. There is no significant difference in male students of senior secondary school with high socio-economic status and low socio-economic status.
4. There is no significant difference in female students of senior secondary school with high socio-economic status and low socio-economic status.

V. SAMPLE
The sample for the present study comprised of 11th class students from Rohtak city. A total 180 students have been selected through random sampling technique.

VI. DESCRIPTION OF THE TOOL
1. Socio-economic status scale (2006) developed by Rajbir Singh, Radhey Shyam, Satish Kumar. Reliability of the scale was 0.944.
2. Self-Confidence Inventory (1987) developed by Dr. Rekha Agnihotry (ASCI) Reliability of the scale was 0.91 by split-half method.

VII. STATISTICAL TECHNIQUES USED
Mean, S.D. and t-value were used to find out the effect of socio-economic status on self-confidence of senior secondary school students.

VIII. ANALYSIS AND INTERPRETATION OF DATA
A. Comparison the self-confidence of male and female students of senior secondary school with high socio-economic status.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Confidence</td>
<td>Male</td>
<td>28.0</td>
<td>9.90</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>26.0</td>
<td>9.16</td>
<td>0.84</td>
</tr>
</tbody>
</table>

Table 1.1 shows that the mean score of self-confidence of male with high socio-economic status is 28.0 while mean score of self-confidence of female with high socio-economic status is 26.0. The obtained ‘t’ value is 0.84 which is not significant at 0.05 level of significance. Thus the null hypothesis “There is no significant difference in the self-confidence of male and female students of senior secondary school with high socio-economic status.” is accepted. The investigator found that the two groups do not differ significantly in self-confidence.
B. **Comparison the self-confidence of male and female students of senior secondary school with low socio-economic status.**

Table 1.2

<table>
<thead>
<tr>
<th>Variable</th>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Confidence</td>
<td>Male</td>
<td>26.0</td>
<td>8.73</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>23.0</td>
<td>10.16</td>
<td>1.22</td>
</tr>
</tbody>
</table>

Table 1.2 shows that the mean score of self-confidence of male with low socio-economic status is 26.0 while mean score of self-confidence of female with low socio-economic status is 23.0. The obtained ‘t’ value is 1.22 which is not significant at 0.05 level of significance. Thus the null hypothesis “There is no significant difference in the self-confidence of male and female students of senior secondary school with low socio-economic status.” is accepted. The investigator found that two groups did not differ significantly in self-confidence.

C. **Comparison the self-confidence of male students of senior secondary with high socio-economic status and low socio-economic status.**

Table 1.3

<table>
<thead>
<tr>
<th>Variable</th>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Confidence</td>
<td>Male</td>
<td>28.0</td>
<td>10.05</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>26.0</td>
<td>8.73</td>
<td>0.86</td>
</tr>
</tbody>
</table>

Table 1.3 shows that mean score of self-confidence of male with High socio-economic status is 28.0 while mean score of self-confidence of male with Low socio-economic status is 26.0. The obtained ‘t’ value is 0.86 which is not significant at 0.05 level of significance. Thus the null hypothesis “There is no significant difference in male students of senior secondary school with high socio-economic status and low socio-economic status” is accepted. The investigator found that the two groups did not differ significantly in self-confidence.

D. **Comparison the self-confidence of female senior secondary school students of senior secondary school with high socio-economic status and low socio-economic status.**

Table 1.4

<table>
<thead>
<tr>
<th>Variable</th>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Confidence</td>
<td>Female</td>
<td>26.0</td>
<td>9.16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>23.0</td>
<td>10.16</td>
<td>1.20</td>
</tr>
</tbody>
</table>

Table 1.4 shows that mean score of self-confidence of females with High socio-economic status is 26.0 while mean score of self-confidence of females with Low socio-economic status is 23.0. The obtained ‘t’ value is 1.20 which is not significant 0.05 level of significance. Thus the null hypothesis “There is no significant difference in female students of senior secondary school with high socio-economic status and low socio-economic status.” is accepted. The investigator found that the two groups did not differ significantly in self-confidence.

IX. **Findings and Conclusion**

The present study found that no significant difference in self-confidence of those male and female students who belong to high Socio-economic status and who belong to low Socio-economic status and also found that no significant difference in self-confidence of those male students who belongs to High Socio-economic status and Low Socio-economic status.

Another finding was found that no significant difference in self-confidence of those female students who belong to High socio-economic status and those female students who belong to Low Socio-economic status. The investigator found that the two groups did not differ significantly in self-confidence.

**References**


