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A study of self-confidence of adolescents in relation to their gender, locality and academic achievement

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Abstract

This research study was conducted to study Self-Confidence of adolescents in relation to their gender, locality and academic achievement. For this purpose 1000 adolescents (361 male and 639 female students) among them 671 urban and 329 rural adolescents between the age range of 17 to 19 years have taken. Self-confidence inventory developed by Dr Rekha Gupta was used to find out the self-confidence among adolescents. Students result is considered to determine the academic achievement. To analyze and interpret the data, mean, S.D., t- test and Pearson Product Correlation coefficient was used.

The findings revealed that significant difference was found between male and female adolescents in relation to their self-confidence. While no significant difference was found between male and female adolescents in relation to their academic achievement .Finding also shows significant difference was found between urban and rural adolescents in relation to their self-confidence. While significant difference was found between urban and rural adolescents in relation to their academic achievement. A positive correlation was found between self-confidence and academic achievement of adolescents.

Keywords: self-confidence, academic achievement, adolescents.

Introduction

Educated manpower is the emerging need of any nation as educated and skilled human resource is asset for any country. It becomes indispensable to develop human resource from the early stages of human life; Children are to be set to develop realistic aspiration encompassing their lives, education and prospects of the future. Therefore, correlates to academic achievement draw the attention of researches. Among the correlates at present psycho-social variables are gaining importance. Self-confidence and academic achievement are psycho-social variable.

Adolescence is the most important period of human life. The child experiences a number of changes in this transitional period. The adolescent has to change his old habits of childhood in home, school and society. So adolescents need guidance in the development of healthy social relations and for this purpose. The school is the most appropriate place where various activities can be organized to poster self confidence among students. Keeping these points in view the present study was under taken. In the words of Basavanna (1975), "Self Confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right."

Maikhuri, R. & Panole, S.K., (1977), in his study about "Self-confidence of adolescents in relation to their academic achievement" revealed that there is no significant correlation between academic achievement and Self Confidence. However, significant differences were observed in the academic achievement to the high and low self-confidence groups. Singh. Y.G., (2010), the results of the study revealed that the significant co-relationship between self- confidence & academic achievement. S.M. Makvana., (2012). The results of the study revealed that urban male, students of higher

Secondary are more developed with respect to self-confidence compared to rural female secondary school students. Dhall. S., Thukral. P., (2013), the results of the study revealed that intelligence is significantly and positively related with self-confidence and academic achievement. Lal, k (2014), the results of the study revealed that there is significant

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relationship between self-confidence and academic achievement of male and female adolescents. Academic achievement is considered as a key criterion to judge one's total potentialities and capabilities. Therefore it is more pressing for the individuals/ students to have high academic achievement. The term achievement refers to the degree or the level of success attainted in some specific school tasks especially scholastic performance, in this sense academic achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter. Academic achievement could be defined as self-perception and self-evaluation of one's objective academic success. Academic achievement generally indicates the learning outcomes of pupil. Achievement of those learning outcomes requires a series of planned and organized experiences.

Academic Achievement of Students is influenced by so many factors such as student related, teacher related and school related. Among them, Self-confidence is considered to be an important one. Self-confidence is a widely used concept both in popular language and in psychology. The idea of adolescence being a period of 'storm and stress' – a perspective which was introduced by Hall (1904) and supported by the psychoanalytic tradition (Freud, 1958) and Erikson's (1968) definition of adolescence as a time of identity crisis – was popular for most of the 20th century.

Need and Significance of the Study:
Confidence is the growth hormone for an individual's personality development. Without confidence, a person's growth in his life; personal, professional and social remains stunted.

If the educational endeavours are to succeed in deriving optimal benefit from the input, the capabilities of pupils need to grow constantly unhampered through the encounter of the individual with his environment. Adolescents who have poor self-confidence and academic achievement cannot fit into normal situations. If one is not able to fit into normal situations, he/she cannot achieve at the expected level. The main aim of the course gets spoiled. Thus, they become a problem not only to themselves but to the home, school and community also.

During adolescence, self-confidence is affected by age, race, ethnicity, puberty, health, body height, body weight, body image, involvement in physical activities, gender presentation, gender identity, and awakening or discovery of sexuality. Self-confidence can vary and be observed in a variety of dimensions. Components of one's social and academic life affect self-esteem. An individual's self-confidence can vary in different environments, such as at home or in school.

Self-confidence is one of the personality trait which is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth. Self-confidence is a positive attitude of oneself towards ones self-concept. It is an attribute of perceived self. Self- Confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation. A self-confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly assertive and having leadership

qualities. So the concept of self-confidence enjoys important position in the theories of human behaviour and personality and is regarded as a basic condition of human existence in modern day world by many thinkers. Adolescence is the period of time when the surge of life reaches its highest peak. Academic achievement during this period can be a stepping stone for the forthcoming year. Adolescents with high academic achievement are considered to achieve their identity in the society, get good career opportunities, develop leadership qualities, and enhance their self-confidence and self-esteem whereas, academic failure leads to frustration, stress, inferiority complex, rejection, increased number of suicides, discouragement and ultimately to dropping out.

Objectives of the Study
1. To study self-confidence and academic achievement of male and female adolescents.
2. To study self-confidence and academic achievement of urban and rural adolescents.
3. To study relationship between self-confidence and academic achievement of adolescents.

Hypotheses of the Study
1. There is no significant difference between male and female adolescents in relation to their self-confidence.
2. There is no significant difference between male and female adolescents in relation to their academic achievement.
3. There is no significant difference between urban and rural adolescents in relation to their self- confidence.
4. There is no significant difference between urban and rural adolescents in relation to their academic achievement.
5. There is no relationship between self-confidence and academic achievement of adolescents.

Delimitation of the study
The proposed study included only 4 districts i.e. Lucknow, Kanpur, Sitapur & Lakhimpur of central UP. The study delimited only for 1000 students of 17 to 19 years only.

Sample
This study was conducted on 1000 students at graduation level from (4 districts i.e. Lucknow, Kanpur, Sitapur & Lakhimpur of central U.P). 361 male students and 639 female students have been taken for study. From which 671 from urban areas and 329 from rural areas.

Tool used for data collection
In this present study the Self-confidence inventory has been used for data collection. Self- confidence inventory developed by Dr Rekha Gupta. The Self-confidence inventory has been designed in Hindi to assess the level of self confidence among adolescents and adults. Coefficient of reliability for this inventory was determined by split half, Kuder-Richardson 20 formula and test retest method respectively .91,.89,.78. The validity coefficients were determined for each item by biserial correlation method and only those items were retained which yielded .25 or above biserial correlation with the total score.

Scoring Procedure
The inventory can be scored by hand. A score of one is awarded for a response indicative of lack of Self-Confidence,

i.e., for making cross ☒ to wrong response to item no's. 2, 7, 23, 31, 40, 41, 43, 44, 45, 53, 54, 55 and for making cross ☒ to right response to the rest of the items. Hence, the lower the score, the higher would be the confidence and vice- versa

Statistical techniques used
After arranging the scores under sub-headings, means and standard deviation of each head was calculated. Further calculation was done through following steps-
1 Mean, SD, Standard error of mean for all groups was calculated.
2 Student-test (t-test) was applied to check the difference between two means obtained from the groups, Pearson product correlation coefficient.

Analysis and Interpretation of Data:
The data collected on the basis of self-confidence and academic achievement of adolescent students and scores are systematically analyzed with help of suitable statistical techniques in order to find out the answers to the questions raised in this present study.

Hypothesis: 1 - There is no significant difference between male and female adolescents in relation to their self-confidence.

Table 1

Gender	N	Mean	S.D	t-value (df=998)	Significance
Male	361	28.29	7.532	4.152	Significant at 0.05 level
Female	639	30.38	7.791		

Table no 1 shows that there is significant difference between male and female adolescents in relation to their self-confidence. The mean score of male adolescents is 28.29, while the mean score of female adolescents is 30.38, whereas their standard deviations are 7.532 and 7.791 respectively. The t-value between two means is 4.152. Which is greater than the tabulated value 1.96 at 0.05 level of significance and 998 degree of freedom. Thus the null hypothesis is rejected.

Hypothesis: 2 - There is no significant difference between male and female adolescents in relation to their academic achievement.

Table 2

Gender	N	Mean	S.D	t-value (df=998)	Significance
Male	361	63.32	9.174	1.814	Not Significant at 0.05 level
Female	639	64.41	8.859		

Table no 2 shows that there is no significant difference between academic achievement of male and female adolescents. The mean score of male adolescents is 63.32, while the mean score of female adolescents is 64.41, whereas their standard deviation 9.174 and 8.859 respectively. The t-value between two means is 1.814. Which is less than the tabulated value 1.96 at 0.05 level of significance and 998 degree of freedom. Thus the null hypothesis is accepted.

Hypothesis: 3 - There is no significant difference between urban and rural adolescents in relation to their self-confidence.

Table 3

Locality	N	Mean	S.D	t-value (df=998)	Significance
Urban	671	30.13	7.638	2.907	Significant at 0.05 level
Rural	329	28.60	7.915		

Table no 3 shows that there is significant difference between urban and rural adolescents in relation to their self-confidence. The mean score of urban adolescents is 30.13, while the mean score of rural adolescents is 28.60, whereas their standard deviations are 7.638 and 7.915 respectively. The t-value between two means is 2.907. Which is greater than the tabulated value 1.96 at 0.05 level of significance and 998 degree of freedom. Thus the null hypothesis is rejected.

Hypothesis: 4 - There is no significant difference between urban and rural adolescents in relation to their academic achievement.

Table 4

Locality	N	Mean	S.D	t-value (df=998)	Significance
Urban	671	64.63	8.712	3.023	Significant at 0.05 level
Rural	329	62.76	9.405		

Table no 4 shows that there is significant difference between urban and rural adolescents in relation to their academic achievement. The mean score of urban adolescents is 64.63, while the mean score of rural adolescents is 62.76, whereas their standard deviations are 8.712 and 9.405 respectively. The t-value between two means is 3.023. Which is greater than the tabulated value 1.96 at 0.05 level of significance and 998 degree of freedom. Thus the null hypothesis is rejected.

Hypothesis 5 - There is no relationship between self-confidence and academic achievement of adolescents.

Table 5

Variable 1	Variable 2	Pearson's coefficient Correlation 2-tailed test
Self confidence	Academic Achievement	.149

Table 5 shows that the Positive correlation between the self-confidence and academic achievement of adolescents. Positive correlation indicates that, as the self-confidence increases, academic achievement of adolescents also increases and vice-versa.

Findings
1 The selfconfidence of male adolescents is higher in comparison to female adolescents because the mean score of male adolescents is less. Acc to manual of the test lower the score, higher would be selfconfidence. There is significant difference found between male and female adolescents in relation to their selfconfidence. Thus the null hypothesis is rejected.
2 The mean score of female adolescents is higher than male adolescents which shows the academic achievement of female adolescents is higher than the male adolescents. There is no significant difference found between male and female adolescents in relation

to their academic achievement. Thus the null hypothesis is accepted.

3 The selfconfidence of rural adolescents is higher in comparison to urban adolescents because the mean score of rural adolescents is less. Acc to manual of the test lower the score, higher would be selfconfidence. There is significant difference found between urban and rural adolescents in relation to their selfconfidence. Thus the null hypothesis is rejected

4 The mean score of urban adolescents is higher than rural adolescents which shows the academic achievement of urban adolescents is higher than the rural adolescents. There is significant difference found between urban and rural adolescents in relation to their academic achievement. Thus the null hypothesis is rejected.

5 A positive correlation found between selfconfidence and academic achievement of adolescents. Positive correlation indicates that selfconfidence increases, academic achievement of adolescents also increases. This result shows negligible positive correlation between selfconfidence and academic achievement.

Educational Implications: Teacher's parents and society plays a dominant role in development of adolescents. Selfconfidence is an important mediating variable that impacts on academic achievement of adolescents. Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. From the present study, it is evident that there is a positive relationship between the self- confidence and academic achievement of adolescents. The findings give enormous scope for improvement of self confidence among adolescent students. It shows that selfconfidence increases, academic achievement of adolescents also increases. Teachers should help in reducing the feelings of failure so that the self-confidence of the students can be enhanced. So, teachers as well as parents should see that adolescents feel confident about them and perform better in their life.

Conclusion
- It can be concluded that the self-confidence of male adolescents more than the female adolescents.
- Academic achievement of female adolescents more than the male adolescents.
- The self-confidence of rural adolescents more than the urban adolescents.
- Academic achievement of urban adolescents more than the rural adolescents.
- A positive correlation found between selfconfidence and academic achievement of adolescents. Positive correlation indicates that as selfconfidence increases, academic achievement of adolescents also increases. This result shows negligible positive correlation between selfconfidence and academic achievement.

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