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A Comparative Study of Self Confidence of XII Grade Students Studying in Public and Govt. Aided Schools

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ABSTRACT : The present study was conducted to found out the significant difference between the self confidence of 12th grade students studying in art and science stream of Meerut city. For this purpose, sample of hundred students (50 boys and 50 girls) of Secondary Level were taken by using stratified random sampling method. Self confidence scale for children by Agnihotri have been used to obtain data on academic self confidence. The testing of hypothesis has been done by using 't' test to compare the score of two groups. The results of the study revealed that there was no significant difference between the self confidence of 12th grade students studying in art and science stream. And that there was significant difference between the self confidence of 12th grade girl students studying in art and science stream. No significant difference was found out between the self confidence of 12th grade boys students studying in art and science stream.

I. INTRODUCTION

The world is becoming more and more competitive and quality of performance is the key factor for personal progress. Excellence particularly, in academics and generally in all other areas has been seen as an important aspect. Parents desire that their children climb the ladder of performance to as high level as possible. This desire of a high level of achievement puts a lot of pressure on students, teachers, institutions and the educational system itself in general. Infact it appears as if the whole system of education revolves around academic achievement of the students, though various other outcomes are also expected from the system. Thus, a lot of time and efforts of the schools are utilised in helping students to achieve better in their scholastic endeavours. The importance of scholastic achievement has raised several important questions for educational researchers. What factors promote achievement of students? How far do the different factors contribute towards academic excellence? The Hence, efforts have always been made to find out strategies and mechanism to improve excellence. Therefore, many factors have been hypothesized and researched by the researchers. They come out with different results, at time, complementing each other but at times contradicting each other. A complete and comprehensive picture of academic achievement still seems to elude the researchers. The search, therefore, continues and educational researchers all over the world are still seeking a breakthrough in elucidating this phenomenon. And self confidence is one of the variable that contributes in the success of adolescents.

II. DESCRIPTION OF THE CONSTRUCT USED IN THE STUDY

SELF CONFIDENCE

Self confidence has emerged as one of the most important constructs in modern day psychology and by far the most widely studied specific form of self confidence in the field of education. Too much self confidence about a test is commonly referred to as test self confidence. It is natural to feel some self confidence when preparing for and taking a test. It is normal to feel some level of self confidence or stress regarding upcoming exams, papers or presentations. Every year millions of students under perform in a school and university because of heightened test self confidence. Today, self confidence is a common phenomenon of everyday life. It plays a crucial role in human life because all of us are the victim of self confidence in different ways. Generally, self confidence can be either a trait self confidence or a state self confidence. Trait self confidence is a stable characteristic or trait of the person .A state self confidence is one which is aroused by some temporary condition of the environment such as examination, accident, punishment etc. Academic self confidence is a kind of state self confidence which related to the impending danger from the environment of academic including teacher certain subjects like mathematics English etc. Zeidnar define defined test self confidence as the "set of phenomenological physiological and behavioral responses that a company concern about possible negative consequences or failures on an exam or similar evaluative situation."

III. REVIEW OF RELATED LITERATURE

Joshi & Srivastava (2009) has undertaken this study to investigate the self-esteem and academic achievement of urban and rural adolescents, and to examine the gender differences in self-esteem and academic achievement. The sample of this study consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls aged 12 to 14 were equally distributed among the urban and rural sample. Self-esteem was measured by Self-esteem questionnaire and academic achievement was measured by academic school records. The findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significantly higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

Cassady (2001) studied academic performance of students in relation to their cognitive test self confidence. The result of the study revealed that cognitive test self confidence of students negatively related with their scores and there is significant difference in the test self confidence of students with respect to gender, but these were not related with their academic performance.

Chapell et al (2005) studied academic performance self confidence related to test of undergraduate and graduate students. Investigators reported that male students have low self confidence and GPA as compared to the female students.

Momsen Rezazadeh (2009) designed the study to explore the relationship between academic achievement, gender, years of study and levels of test self confidence. The sample comprised of 110 undergraduate students from University of Isfahan. To measure the test self confidence of the students Suinn's test self confidence questionnaire with 48 questions was used. Coefficient of correlation and chi-square test were used for the analysis of data. And the result of the study revealed that there existed significant negative correlation between test and self confidence and academic achievement. And that female students have a level of test self confidence in contrast to male students. There was no meaningful relationship between test self confidence and years of study of the students.

Sibnath Deb (2015) examined the academic stress and mental health of Indian high school students and also the associations between various psychosocial factors and academic self confidence. The sample comprised of 190 Highschool students from three government aided and three private schools in Kolkata. General Health questionnaire and a specially designed structured questionnaire were used for the data collection. And the results of the study revealed that nearly two third (63.5%) students reported stress due to academic pressure. About two third (66%) of the total students reported feeling pressure from their parents for better academic performance. And about one third (32.6%) students reported examination related self confidence. And academic stress was positively correlated with parental pressure and psychiatric problems, while examination related self confidence was also positively correlated to psychiatric problems.

Okogu J.O, Osah, M. and Umudjer, S.O (2016) conducted study on "Examination and Society and students academic performance: Social Studies approach." It was conducted on the students of institutions in Nigeria. The result of the study showed that examination self confidence was a common phenomenon among the students, which leads to poor academic performance. The researcher of the study suggested the use of Social Studies education to overcome the negative effect of this self confidence which might help students to develop courage and confidence to face the exam situation without any self confidence and fear.

Mirawadi, Morissiey and Ball (2018) explored the effects of test self confidence on academic performance of students. Results of the study revealed that strategic studying, time management and academic competence are the key factors related with the self confidence associated with test; and academic performance of the students significantly influenced by their studying strategies, time management and Academic competence.

Roy Piyali (2019) investigated the test self confidence of Secondary students in relation to their emotional maturity and locus of control. For this purpose a representative sample of 1225 Secondary students of Kokrajhar district Assam has been taken by using stratified random sampling technique. Normative survey method has been used

for this study. For the collection of reliable data test self confidence scale by VP Sharma, emotional maturity scale by Dr yashvir Singh and Dr Mahesh Bhargava and Levenson's locus of control scale prepared by Sanjay Vohra were used. And the result of the study revealed that there exist a negative correlation between emotional maturity and test self confidence. Positive correlation was found out between test self confidence and locus of control. Also there existed a significant combined contribution of emotional maturity and locus of control on test self confidence.

IV. OBJECTIVES OF THE STUDY

The present study has been designed to realise the following objectives

1. To study and compare the self confidence of 12th grade students studying in art and science stream.
2. To study and compare the self confidence of 12th grade girls students studying in art and science stream.
3. To study and compare the self confidence of 12th grade boys students studying in art and science stream.

HYPOTHESIS

To achieve the above discussed objectives the following hypothesis have been formulated.

1. There is no significant difference between the self confidence of 12th grade students studying in art and science stream.
2. There is no significant difference between the self confidence of 12th grade girls students studying in art and science stream.
3. There is no significant difference between the self confidence of 12th grade boys students studying in art and science stream.

SAMPLE

A representative sample of hundred students (50 boys and 50 girls) was selected by using stratified random sampling technique. 100 12th grade students were taken from four schools of Meerut city. The study however is consisted of 100 students from four schools.

TOOL USED

Selection of tools for a particular study depends upon various considerations such as objectives of the study, the amount of time, availability of suitable test, personal competence of the investigator, technique of scoring and interpretation etc. Taking all these factors into consideration self confidence scale for adolescents by Agnihotri has been used to obtain data on self confidence.

METHOD OF THE STUDY

The present study has been conducted through normative survey method of descriptive research to study and compare the self confidence of 12th grade students studying in art and science stream.

STATISTICAL ANALYSIS

As the present study aims at studying and comparing the self confidence of 12th grade students studying in art and science stream. 't' test has been used to analyse the data.

ANALYSIS AND INTERPRETATION OF THE DATA

The raw scores have got there no value without their interpretation and generalization. The detailed description of the statistical analysis and interpretation are given below:

HYPOTHESIS 1

There is no significant difference between the self confidence of 12th grade students studying in art and science stream.

Table 1

Name of the group	No: of the students	Mean	S.D	T value	Significance level
Art stream	50	7.63	2.19	2.62	Insignificant
Science stream	50	9.58	3.49		

INTERPRETATION

Table Number 1 shows that obtained t value is 2.62. And table value of t for df 61 at 0.05 level is 2 and at 0.01 level is 2.63. So the t value is lesser at both the level of significance. Thus hypothesis 1 is accepted. It means two groups of the students belonging to art stream and science stream do not differ significantly on self confidence level.

Hypothesis 2

There is no significant difference between the self confidence of 12th grade girls students studying in art and science stream.

Table 2

Name of the group	No: of the students	Mean	S.D	T value	Significance level
Art stream	50	3.55	2.81	4.15	Significant
Science stream	50	6.84	3.41		

INTERPRETATION

Number 2 shows that obtained t value is 4.15. And table value of t for df 61 at 0.05 level is 2 and at 0.01 level is 2.65. So the t value is greater at both level of significance. Thus hypothesis 2 is rejected. It means two groups of the girls namely the girls belonging to art stream and science stream differ significantly on self confidence level. Mean scores of the girls belonging to science stream is greater to their counterpart girls.

Hypothesis 3

There is no significant difference between the self confidence of 12th grade boys students studying in art and science stream.

Table 3

Name of the group	No: of the students	Mean	S.D	T value	Significance level
Art stream	25	6.3	2.59	2.21	Insignificant
Science stream	25	5.06	2.01		

INTERPRETATION

Table Number 3 shows that obtained t value is 2.21. And table value of t for df at 0.05 level is 2 and at 0.01 level is 2.65. So the t value is greater at the 0.01 level of significance. Thus hypothesis 3 is accepted at 0.01 level. It means two groups namely boys belonging to art stream and science stream do not differ significantly on self confidence level.

FINDINGS

- 1 There is no significant difference between the self confidence of 12th grade students studying in art and science stream.
- 2 There is significant difference between the self confidence of 12th grade girls students studying in art and science stream.
- 3 There is no significant difference between the self confidence of 12th grade boys students studying in art and science stream.

V. IMPLICATIONS THE STUDY

The findings obtained in this study have some practical implications. The present study has its implication for the adolescent students. Adolescents are the future of the nation and efforts should be made to develop them into well adjusted and less frustrated people. The modern trend in the prediction of academic achievement throws light that in spite of favorable conducive environment to academic achievement, one fails in the examination. All these suggests that neither purely intellectual factor nor purely non intellectual factors can accurately predict scholastic achievement of students. Self confidence is an important factor for educational researches. This study has certain results which seem to have serious implications in the field of education. Teacher and parents should help the students in developing their self confidence. They should be cooperative to create a friendly environment for the students and make efforts to develop the personality of the student and it will develop a strong sense of self confidence in them.



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