

# Demographic Correlates of Self Confidence: A Study of Adolescents

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**Abstract:** *Self-confidence is considered one of the most influential motivators and regulators of behavior in people's everyday lives. As positive self-confidence can raise the achievement of a person having ordinary caliber whereas negative thoughts related to self-confidence may deteriorate the future of a person having extra-ordinary caliber. The purpose of the present investigation was to scrutinize empirically the main and interactive effect of gender, locality and type of schools on Self-confidence of adolescents. The sample comprised 240 adolescents selected randomly from High Schools of Rohtak city. Agnihotri's Self-confidence Inventory (ASCI) developed by Gupta (2005) was administered to ascertain the influence of demographic correlates of self-confidence. 2x2x2 factorial design was employed with two levels of gender: boys and girls, two levels of locality: urban and rural and two levels of type of school: govt. and private. The analysis was carried out by employing three way analysis of variance. The findings suggested that main effect of gender, locality and type of school was found to be associated with the Self-confidence. First order interactions and second order interactions were found significant.*

**Keywords:** Self-confidence, Demographic Correlates (Gender, Locality & Type of School)

## 1. Introduction

Our society has become increasingly complex owing to rapid scientific and technological progress and it needs high capacity manpower to sustain and maintain the pace of progress of the society. Life is full of confrontations and exposures and to survive, human being has to maintain the balance in all circumstances. In previous generations, most of the social forces that influenced our self-esteem/ identities or confidence were positive like parents, peers, schools, communities, extracurricular activities, even the media sent mostly healthy messages about who we were and how we should perceive ourselves. But now, the pendulum has swung to the other extreme in a social world where the profit motive rules and healthy influences are mostly drowned out by the cacophony of the latest technology (Taylor, 2011). For reasons such as this, the concept of self-confidence is becoming increasingly important in modern societies. No sphere of life, whether it is education or social and physical science, literature or art etc. can remain untouched by the concept of person's self-identity. Life is full of confrontations and exposure and it is self-confidence which prepares us for facing these challenges and accepting these surprises as successfully as possible. There is no gainsaying the fact that a person's social development is the sum of what he gained from his experiences as a result of interaction with the environmental situations. How a person tackles the hardships, psychological pressures and stresses depends very upon the way of self-perception. Self-perception acts mostly as a mirror reflecting back on one's own identity, what a person looks in himself or herself, resulting in the form of self-confidence.

Self-Confidence is the conviction that one is generally capable of producing desired results. Self-confidence is the mindset that persons carry with them to obtain a high level of self-pride. Having self-confidence allows a person to reach personal goals and have a more fulfilling life. Self-confidence is considered one of the most influential

motivators and regulators of behavior in people's everyday lives (Bandura, 1986). Self-confidence is a potent predictor of an individual's performance, given the appropriate skills and adequate incentives. Increase in self-confidence helps to develop innate qualities of self worthy and competency by the reinforcement. Self-confidence is related with success. A confident attitude, a belief and a faith in oneself and one's ideas are essential in getting ahead but it should also be remembered that self-confidence grows with success that means it is desirable to develop those qualities within oneself that makes for success. It has been found that the child who perceives himself to be able, confident, adequate and a person of worth has more energy to spend on academic achievement and will use his intelligence to be utmost on the other hand, the child who perceives himself as worthless incapable and less confident may not come up to the optimum level of attainment.

A growing body of evidence suggests that one's perception of ability or self-confidence is the central mediating construct of achievement strivings (e.g., Bandura, 1977; Ericsson et al., 1993; Harter, 1978; Kuhl, 2000; Nicholls, 1984). Self-confidence is not a motivational perspective by itself. It is a judgment about capabilities for accomplishment of some goal, and, therefore, must be considered within a broader conceptualization of motivation that provides the goal context. Self-confidence beliefs, defined as people's judgments of their capability to perform specific tasks, are a product of a complex process of self-persuasion that relies on cognitive processing of diverse sources of confidence information (Bandura, 1991).

Research has also shown that the stronger people's self-confidence beliefs (assessed independently from their goals), the higher the goals they set for themselves and the firmer their commitments are to them (Locke et al., 1984). Evidence for the effectiveness of self-confidence as an influential mechanism in human agency comes from a number of diverse lines of research in various domains of

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psychosocial functioning, including achievement motivation (Bandura and Cervone, 1983; Schunk, 1984a), career choice and development (Betz and Hackett, 1981), health and exercise behavior (Desharnais et. al, 1986; McAuley and Jacobson, 1991), anxiety disorders (Bandura et al., 1982) and sport and motor performance (Feltz, 1984). Results of these diverse lines of research provide converging evidence that people's perceptions of their performance capability significantly affect their motivational behavior (Bandura, 1986).

The present research is an attempt to examine the main and interaction effect of gender, locality and type of school on the Self-Confidence of adolescents. Gender, locality and type of school are the crucial issues to be successful in life. Gender based biasness affects negatively the self confidence of an individual. The traditional gap in favor of males has reduced but not vanished yet. In present scenario, the females are going well by sharing ideas and work with males in all the regions of life. No doubt, the status of females has raised but still more efforts are required to bring to equal cadre. Undoubtedly, the locality and type of academic institutions do influence the self-confidence of an individual.

A review of studies carried out in the field of self confidence reveals that no systematic attempt has been made to assess self confidence of adolescents especially in Indian background. Since there is dearth of such studies in Indian background. So, the present investigators visualized a need to study that weather gender, locality and type of school are accountable for differences in self confidence among adolescents.

## 2. Objectives

- 1) To investigate the influence of gender, locality and type of school on Self-Confidence of adolescents.
- 2) To study the interaction effects of gender and locality, gender and type of schools and locality and type of school on Self confidence of adolescents.
- 3) To investigate the interaction effect of gender, locality and type of school on Self confidence of adolescents.

## 3. Hypotheses

The following hypotheses were formulated for verification in present study:

- 1) Male and female adolescents will differ significantly with regard to Self-Confidence.
- 2) Urban adolescents will differ significantly from rural adolescents on Self-Confidence.

- 3) Self-Confidence of adolescents will vary directly in tune with type of school.
- 4) There will be significant interaction effect of gender and locality on Self-Confidence of adolescents.
- 5) There will be significant interaction effect of gender and type of school on Self-Confidence of adolescents.
- 6) There will be significant interaction effect of locality and type of school on Self-confidence of adolescents.
- 7) There will be significant interaction effect of gender, locality and type of school on Self-confidence of adolescents.

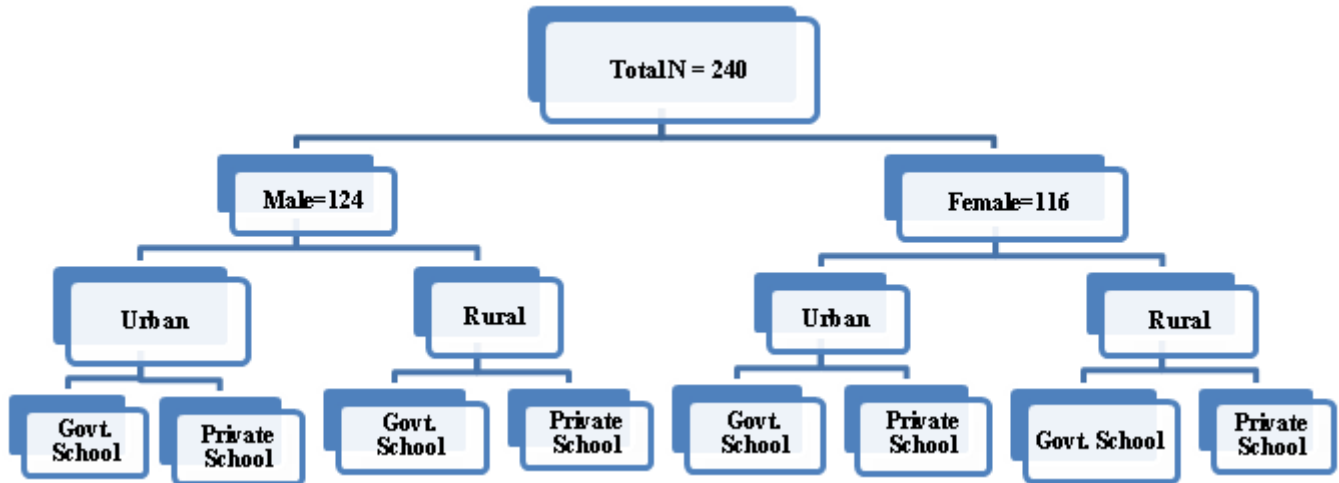
## 4. Operational definitions of the terms used

- 1) **Gender:** The term Gender refers to the sex of adolescents. For the present study the male and female adolescents ranging from age 15 to 17 have been selected.
- 2) **Locality:** It refers to the habitation of adolescents i.e. urban and rural areas.
- 3) **Type of School:** It refers to the kind of school where adolescents are studying i.e. Government and Private.
- 4) **Self Confidence:** Self-Confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation. In the words of Basavanna(1975), "In general terms, self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get thing go all right."

## 5. Method of Study and Procedure

The study was taken to ascertain the influence of gender, locality and type of school individually and jointly on Self-Confidence of adolescents. In the present study, Gender, locality and type of school were independent variables, whereas, Self-Confidence was dependent variable. Descriptive survey method was employed to conduct the study. The detailed methodology and procedure of the study are as below:

**Sample:** The data was collected from 240 adolescents studying in high schools of Rohtak city. The adolescents were divided on the basis of gender, locality and type of school. 2×2×2 factorial design was applied for analysis of data with unequal cell size. All the independent variables were dichotomous viz. gender (male & female), locality (urban & rural), and type of school (Government & Private). The following is the schematic representation of sample:



**Variables**

**Dependent Variable:** Self-Confidence

**Independent Variables:** Gender, Locality and Type of school

**Tools Used**

**Agnihotri's Self-Confidence Inventory (ASCI) developed by Gupta (2005):** ASCI intend to assess the level of self-confidence among adolescents and adults. The inventory has 56 items and can be scored by hand. A score is one is awarded for a response indicative of lack of Self-Confidence i.e. for making cross(×)to wrong response to item nos. 2,7,23,31,40,43,44,45,53,54,55, and for making cross(×)to correct response to the rest of the items.Hence .the lower the score, the higher would be the level of Self-Confidence and vice-versa.

The reliability of inventory was determined by calculating reliability co-efficient on sample of 2074 individuals of both the sexes (Males N=748; Females N=1326). The reliability co-efficient through split-half method and K. R. Formula were found to be .91 and .89 respectively. In Item-analysis, validity coefficients were determined to each item by biserial correlation method. The inventory was also validated by correlating the scores obtained on Basavanna's (1975) Self-confidence Inventory. The validity co-efficient obtained is .82 which is significant beyond .01 level.

**Data Analysis**

The data collected through family environment Self-confidence Inventory was analysed through inferential

statistics. The number of respondents in different possible combinations of three independent variables namely gender, locality and type of school alongwith mean scores on Self-Confidence are presented in Table-1

**Table 1:** Mean Self-Confidence Scores of all the Groups

Groups	B <sub>1</sub>		B <sub>2</sub>	
	C <sub>1</sub>	C <sub>2</sub>	C <sub>1</sub>	C <sub>2</sub>
A <sub>1</sub>	43.47	43.22	41.37	41.68
A <sub>2</sub>	40.03	41.93	39.97	39.48

**Table 2:** Levene's Test of Equality of Error Variances

F	Df <sub>1</sub>	Df <sub>2</sub>	Sig.
1.207	7	232	2.43

The F ratio for equality of error variance came out to be 1.207 which is not significant at any level of confidence. This indicates that error variance of dependent groups meaning there by variable is equal across groups meaning there by that the groups are homogenous and fulfill the requirement of application of 2×2×2 factorial design.

As per factorial design 2×2×2, three way analysis of variance was performed on the scores of Self-confidence to find out the main and interaction effects of three independent variables namely gender, locality and type of schools. The obtained statistics in this regard has been shown in Table-3.

**Table 3:** Summary of three way analysis of variance for Self-confidence (2×2×2 Factorial Design)

Source of Variance	Sum of squares	Df	Mean square	f
Corrected Model	587.52	7	141.07	1.85
Main Effects				
Gender (A)	7.18	1	7.18	.298
Locality (B)	99.14	1	99.14	9.11*
Type of School (C)	339.68	1	339.68	19.1*
Gender × Locality (A×B)	317.17	1	317.17	14.86*
Gender × Type of School (A×C)	251.22	1	251.22	10.42*
Locality × Type of School (B×C)	115.04	1	115.04	14.70*
Gender × Locality × Type of School (A×B×C)	642.75	1	642.75	4.17**
Error	5589.13	232	24.091	
Total	391297.00	240		
Corrected Total	6576.66	239		

R Squared = .150 (Adjusted R Squared = .125)

\*significant at 0.01 level

\*\* Significant at 0.05 level

- 1) **Gender (A):**
- 2) **Locality (B):** F-ratio for the main effect of locality is 9.11, which is significant at 0.01 level for df1 and df 232. Further, the mean score of urban adolescents come out to be 46.19 and for rural adolescents, it is 40.15. Obviously, the mean difference is in favour of A. A scrutiny of Table 3 indicates that F-ratio for main effect of Gender is .298 which is not significant at any level for df1 and df 232. Thus, this can be concluded that as far as Self-confidence is concerned Gender does not play any significant role. Hence, the hypothesis stating that boy and girl adolescents will differ significantly with regard to Self-confidence is rejected. of urban adolescents. Thus, it can be interpreted that urban adolescents have more self-confidence than their counterparts. Hence, the hypothesis stating that urban adolescents will differ significantly from rural adolescents on Self-Confidence, has been accepted in this study.
- 3) **Type of School (C):** A cursory look at Table 3 indicates that F-ratio for type of school was found out to be 19.1 which is significant at 0.01 level for df1 and df 232. From this it may be inferred that means of both the groups (C<sub>1</sub> and C<sub>2</sub>) differed significantly. Further, the mean score of adolescents of private schools came out to be 45.47 and adolescents of govt. schools 45.87. Obviously, the mean difference is in favour of adolescents of private schools. Thus, it can be interpreted that adolescents of private schools have more self-confidence than their counterparts belonging to Govt. schools. Hence, the hypothesis stating that Self-Confidence of adolescents will vary directly in tune with type of school, stands accepted.

**Table 4: Group Statistics: Self-Confidence**

Variables		Mean	Std. Error
Gender	Boys	43.73	.47
	Girls	42.62	.49
Locality	Urban	46.19	.45
	Rural	40.15	.49
Type of School	Govt.	40.87	.43
	Private	45.476	.472

#### First Order Interaction

The three interaction effects of two factors were found out and are presented below:

1. **Gender (A)×Locality (B):** The table 3 indicates that F-ratio for A×B interaction came out to be 14.86 which is significant at 0.01 level of significance (p<.01df1and 232). It means that difference between means of A<sub>1</sub> and A<sub>2</sub> for urban adolescents (B<sub>1</sub>) is significantly different from the difference between means of A<sub>1</sub> and A<sub>2</sub> for rural adolescents (B<sub>2</sub>). Thus, the hypothesis stating that there will be significant interaction effect of gender and locality on Self-Confidence of adolescents has been accepted.

**Table 5: Interaction between Gender and Locality (A×B)**

Sr. No.	Group	Mean	Std. Error
1.	A <sub>1</sub> B <sub>1</sub>	46.26	.65
2.	A <sub>1</sub> B <sub>2</sub>	41.19	.63
3.	A <sub>2</sub> B <sub>1</sub>	46.13	.64
4.	A <sub>2</sub> B <sub>2</sub>	39.11	.69

2. **Gender (A)×Type of School (B):** it is evident from table 3 that F- ratio for A×C interaction came out to be 10.42 which is significant at 0.01 level of significance (p<.01df1and 232). It means that difference between means of A<sub>1</sub> and A<sub>2</sub> for private schools (C<sub>1</sub>) is significantly different from the difference between means of A<sub>1</sub> and A<sub>2</sub> for govt. schools (C<sub>2</sub>). Thus, the hypothesis stating that there will be significant interaction effect of gender and type of schools on Self-Confidence of adolescents has been accepted.

**Table 6: Interaction between Gender and Locality (A×C)**

Sr. No.	Group	Mean	Std. Error
1.	A <sub>1</sub> C <sub>1</sub>	41.9	.65
2.	A <sub>1</sub> C <sub>2</sub>	45.56	.62
3.	A <sub>2</sub> C <sub>1</sub>	39.85	.65
4.	A <sub>2</sub> C <sub>2</sub>	45.39	.69

3. **Locality (B)×Type of School (C):** A cursory look at Table 3 indicates that F-ratio for B×C interaction came out to be 14.70 which is significant at 0.01 level of significance (p<.01df1and 232). It means that difference between means of urban B<sub>1</sub> and B<sub>2</sub> for private schools (C<sub>1</sub>) is significantly different from the difference between means of urban B<sub>1</sub> and B<sub>2</sub> for govt. schools (C<sub>2</sub>). Thus, the hypothesis stating that there will be significant interaction effect of locality and type of schools on Self-Confidence of adolescents has been accepted.

**Table 7: Interaction between Locality and Type of Schools (B×C)**

Sr. No.	Group	Mean	Std. Error
1.	B <sub>1</sub> C <sub>1</sub>	42.21	.66
2.	B <sub>1</sub> C <sub>2</sub>	50.15	.64
3.	B <sub>2</sub> C <sub>1</sub>	39.54	.61
4.	B <sub>2</sub> C <sub>2</sub>	40.77	.67

#### Second Order Interaction

The three factor interaction effect of Gender (A), Locality (B) and Type of School (C) was also analysed using three way analysis of variance. The result of the analysis of variance as entered in Table 3 indicate that F-ratio of 16.17 is significant at 0.05 for df 1 and 232. Thus the hypothesis stating that there will be significant interaction effect of gender, locality and type of school on Self-confidence of adolescents, stands accepted.

### 6. Summary and Conclusion

The present study was carried out to address the following questions. Do Gender, Locality and Type of school have significant influence on Self-confidence?

Is there any interaction among Gender, Locality and Type of school with respect to Self-confidence?

On the basis of analysis of results the following conclusions may be drawn:

- 1) Gender of adolescents has no significant effect on Self-confidence. Boys and Girls adolescents have produced equal results of Self-confidence.

- 2) Locality of adolescents accounts for Self-confidence. Urban adolescents were found to have better level of Self-confidence than rural adolescents.
- 3) Type of school of adolescents has significant influence on the Self-confidence of adolescents. Adolescents belonging to private schools were found to have more level of Self-confidence than their counterparts of Govt. schools.
- 4) Gender and locality; Gender and Type of School; and Locality and Type of School appear to interact to produce significant results on Self-confidence.
- 5) Gender, locality and Type of School significantly interact with reference to Self-confidence.

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