

Self-Confidence Among Senior Secondary School Girls: Influence Of Parental Encouragement

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Abstract: *“Self-Confidence Is An Individual’s Perceived Ability To Act Effectively In A Situation To Overcome Obstacles And To Get Things Go All Right” (Basavanna (1975). “Parental Encouragement Is An Attempt To Measure Quantitatively The Parental Encouragement As Perceived By The Child”(Agarwal,1999).The Current Study Was Conducted With The Aim To Analyze The Relation In Self-Confidence And Parental Encouragement Of Girl Students. The Sample Included 200 Senior Secondary School Girls (100 From Government And 100 From Private Schools) Selected From Jaunpur And Azamgarh Districts Of Uttar Pradesh By Employing Simple Random Sampling. The Findings Revealed That Private Schools Girls Had Greater Self-Confidence As Compared To Their Government School Counterparts. Further, Girls’ Studying In Government And Private Schools Received Similar Parental Encouragement And A Significant Positive Relation Exists In The Self-Confidence And Parental Encouragement Of Senior Secondary School Girls.*

Key Words: *Self-Confidence, Parental Encouragement*

1. INTRODUCTION

“The Personality Pattern Of A Person Is A Unified Multi-Dimensional Structure In Which The Concept Of- Self Is The Centre Of Gravity” (Breckenridge And Vincent, 1965 As Cited In Kumari And Gupta, 2018). Into This Personality Structure Several Pattern Of Response Tendencies Are Integrated, Recognized As “Traits” That Are Related To And Also Influenced By The Concept Of ‘Self’. One Of Such Personality Trait Is “Self-Confidence”. The Self Is A Combination Of A Person’s Feelings And Thoughts, Striving And Expectations, Anxieties And Fantasies, Indeed His/Her View Of What He/She Is, What He/She Was Been, What He/She Might Become, And Attitudes Pertaining To His/Her Worth. The Origin Of The Term “Self” Can Be Traced To Back To Vedic Texts With Reference To Human Personality. But It Actually Received A Push With Allport In 1937. According To Allport (1961), “The Self Is Something Of Which We Are Immediately Aware Of.” Coopersmith (1967) Defined “Self As An Abstraction That An Individual Develops About The Attributes, Capacities, Objects And Activities Which He Possesses And Pursues. This Abstraction Is Represented By The Symbol ‘Me’ Which Is A Person’s Idea Of Himself”. Cattell (1957) Has Referred To “Self As The Keystone Of Personality”. The Idea Of “Self” Begins Right From Infancy And Continues Through Childhood, Adolescence And Maturity.

As The Child Grows Up, He/She Begins To Feel That He/She Is Separate Entity From Others, That Is, Possesses Its Own Individuality. The Psychology Of Self Is Either “Cognitive” Or “Affective” Representation Of One’s Identity. Confidence Is Mostly Defined As A State Of Being Sure, That Is A Supposition Or Prediction Is Accurate Or That The Chosen Course Of Action Is The Most Effective Or The Best Way. Self-Confidence Means A Feeling Or Belief In Your Powers And Abilities, Having Confidence In Your Own Abilities. “Self-Confidence As An Individual’s Perceived Ability To Act Effectively In A Situation To Overcome Obstacles And To Get Things Go All Right” (Basavanna,1975). Bandura (1986), Defined “Self-Confidence Is Considered As One Of The Motivators And Regulators Of Behaviour In An Individual’S Everyday Life”. He Further Stated That "The Level Of Self-Confidence Within An Individual Depends Upon His/Her Previous Performance Experiences, Perceived Difficulty Of The Task, The Effort Expended, The Amount Of Guidance Received, The Temporal Patterns Of Success And Failure And One's Conception Of A Particular 'Ability' As A Skill That Can Be Acquired Versus An Inherent Aptitude." Sieler (1998) Defined “Self-Confidence As An Individual’s Characteristics (A Self-Construct) Which Enables A Person To Have A Positive Or Realistic View Of Situations That They Are In”. Agnihotry (2002) Defined “Self-Confidence As A Positive Attitude Of Oneself Towards One’s Self Concept. It Is An Attribute Of Perceived Self.” Further, Stevens (2005) Referred “Self-Confidence To A Person’s Expectation Of His Or Her Ability To Achieve A Goal In A Given Situation And As A Very Influential Factor In Ensuring A Person’s Potential.” On The Other Hand For Neil (2005), “Self-Esteem And Self-Efficacy In Combination Is What Constitutes Self-Confidence”. One Of The Most Vital Aspects Of Self-Development Is Self-Confidence, As An Assessment Of One’s Own Competencies Has A Bearing On Emotional Experience, Future Behaviour As Well As Prospective Psychological Adjustment. Kirkwood (2009) Revealed That Women Entrepreneurs Showed A Lack Of Self-Confidence In Comparison To Their Male Counterparts. Ghaonta (2015) Revealed No Gender Difference Among School Students With Regard To Self-Confidence. Rathee & Sheetal (2017) Found A Positive Relation In Self-Confidence And Academic Achievement Of Secondary Students.

Parental Encouragement

Family Is The First Social Institution Where The Child Is Born And Brought Up By His/Her Parents And Other Family Members. The Child Is Socialized, Educated (Informal) And Encultured Through The Varied Interactions With The Family Members. The Basic Physiological As Well As Psychological Needs Of The Society Are Fulfilled Through The Family, Especially The Parents. The Kind Of Atmosphere That Prevails In The Family Positively And Negatively Affects The Complete Development Of The Child In The Various Aspects Of Personality. A Congenial, Affectionate, Warm And Harmonious Atmosphere Among The Members Of The Family- Father, Mother, Siblings Develop A Sense Of Satisfaction, Belongingness As Well As A Feeling Of Confidence And Trust That There Is Someone To Rely Upon. On The Contrary, The Atmosphere Of Strictness, Lack Of Warmth, Overprotection, May Adversely Affect The Overall Personality Of The Child And May Develop A Feeling Of Distrust. In 1965 Rossi Defined The “Parental Encouragement As An Approval And Appreciation Of Their Wards Activity When They Were Satisfied With Him In Relation To His Attainment Of Education. When Father And Mother Approve Or Disapprove Of Any Activity Related To Education Or Revoke Any Hurdle Felt By The Student In The Progress Or Guide Him The Right Or Wrong Way – This Entire Spectrum Activity Comes Within The Purview Of Parental Encouragement”. Agarwal (1999) Defined “Parental Encouragement As An Attempt Measure Quantitatively The Parental Encouragement As Perceived By The Child”. Further Emphasized That It Is Generally Believed That “Parental Care, Concern, Guidance And Influence, Or In A Word, Parental Encouragement Has An

Effect On The Educational Development Of The Child. In Parental Encouragement, We Assume That Parents Show It By Helping And Guiding The Child And Coaxing Her Not To Feel Disheartened At A Particular Point Of Difficulty.” According To Buonagura (2003) “Parental Encouragement Is Critical In Facilitating Children’s Development, Achievement And In Preventing Educational And Developmental Problems”. Precisely Parental Encouragement Can Be Conceptualized As A Treatment Filled With Concern, Care, Approval And Guidance That Originates From Parents Towards The Child With An Intent To Increase The Likelihood Of Good Behaviour. In The Words Of Sunitha (2005) “Parental Encouragement Implies Helping And Guiding Their Child And Coaxing Him Not To Feel Disheartened At A Particular Point Of Difficulty”. Anderson (2003) Pinpointed That Children Of Affectionate Parents Display The Traits Of Co-Operation, Obedience, Emotional Stability And Cheerfulness While The Children Of Strict Parents Exhibit Traits Such As Non-Co-Operation, Quarrelsomeness, Etc.

Researchers As Kurdek And Sinclair In 1988; Debarry She, Patterson And Capaldi In 1993; Taylor, Clayton And Rowley In 2004 Asserted That Better Home Environment, Less Domination By Parents And Kind Parental Encouragement Leads To Better Achievement In The Children. Ziegler (1987) Pinpointed That Stronger Parent Child Relationship Reduces Delinquency, Dropout Rates, Improved School Achievement, Attendance And School Completion. Ghazi (2010) Stated That For Maximum Academic Performance Of Students, Maximum Support And Involvement Of Family And Parents Is Required. Singh And Singh, (2008) Pinpointed That Good Parent Child Relationship Develops A Sense Of Security Among Children, Builds Trust That They Can Count Upon Their Parents At The Time Of Need Or Difficulty, Thus Develops Positive Attitude Towards Life And Are Less Prone To Problems Of Depression, Loneliness And Confusion. Novakovic And Nadya, (2003) Examined The Influence Of Background, Personal And Environment Variables With Respect To Adolescence Girls’ Planning Of Career. Out Of All The Variables The Greatest Contribution Was Made By Personal Variables (Such As Anticipatory Role Conflict And Academic Self-Efficacy) To Adolescent Girls’ Planning Of Career. Sharma And Tahira (2011) Found That Parent’s Education Had A Significant Relation With Children Achievement. Kazmi (2011) Found A Positive Significant Relationship Of That Fathers’ Involvement With Academic Achievement Of Children. Marcon (1999) Found That Increased Parental Involvement Was Associated With Positive Development In Daily Living And In School Activities, Especially Boy Children Whose Parents Were More Involved. Sharma And Hajuria (2014) Revealed A Significant And Positive Relation In Parental Encouragement And Achievement In Academics Of School Students And Further Revealed That Female Students Received Greater Parental Encouragement Than Their Male Counterparts. Wairimu, Macharia And Muiru (2016) Found Self-Esteem Among Adolescents To Be Related To Parental Involvement. Further Geetika (2017) Found A Positive Relation In Parental Encouragement And Self-Confidence Among Adolescents In Punjab. Akhter And Pandey (2018) Found The Male Secondary Students Perceived Higher Parental Encouragement As Compared To Female Students In Jammu And Kashmir.

Self-Confidence Is A Positive State Wherein The Subconscious Mind Is Directed Towards The Success Of The Individuals. In Early Years Particularly, Parents' Attitudes Play A Vital Role Towards Child Feelings. If Parents Provide Acceptance, Then The Child Develops A Strong Foundation Of Good And Positive Feelings About Himself/ Herself. On The Contrary, If Parents One Or Both Are Extremely Demanding Or Critical, Or Overprotective And Discouraging Towards Independence, This May Develop A Feeling Of Incapability, Inadequacy Or Inferiority In The Child. In Fact The Success Of An Individual Especially Girls Depend Upon Her Self-Confidence, Which May Be Dependent Or Build By

Various Prevalent Forces In Her Surroundings Like Home, School, Society, Peer Groups, Neighbours, Etc. Thus The Present Study Was Undertaken To Find Out The Relation In Self-Confidence And Parental Encouragement Of Girls. Thus, The Study Was Directed To Fulfill The Following Objectives:

Objectives

1. To Compare Senior Secondary School Girls Studying In Government Schools And Private Schools With Regard To
 - Self Confidence
 - Parental Encouragement
2. To Find Out The Relationship Between Self-Confidence And Parental Encouragement Of Senior Secondary Girls.

2. METHOD

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.

3. RESULTS AND DISCUSSION

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 1

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

Table 1 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 2

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

Table 2 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 3

Variable	Self Confidence
Parental Encouragement	0.44

The Above Table 3 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.

4. CONCLUSION

- Government And Private Senior Schools Secondary School Girls Differed Significantly With Respect To Self-Confidence. Private Schools Girls Had Greater Self-Confidence As Compared To Their Government School Counterparts.
- Government And Private Senior Schools Secondary School Girls Did Not Differ Significantly With Respect To Parental Encouragement. Girls Studying In Government Schools And Private Schools Received Similar Parental Encouragement.
- Significant Positive Relationship Exists Between The Self-Confidence And

Parental Encouragement Of Senior Secondary School Girls.

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