

SELF-CONFIDENCE OF ADOLESCENTS ON THE BASIS OF GENDER AND LOCALE

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ABSTRACT

This study explores the impact of gender and locale on self-confidence among adolescents. The sample of the study consist of 200 adolescents students belonging to Ludhiana district.—comprising equal numbers of boys and girls from both rural (N=100) and urban (N=100) schools. A purposive sampling technique was used. The findings indicate no significant differences in self-confidence based on either geographical location or gender, highlighting the universal importance of self-confidence in developing social relations and personal success during adolescence. This emphasizes the need for equitable support in educational settings.

Keywords: Self confidence, Adolescents

INTRODUCTION

Self-confidence is the belief in oneself, one's skills, and one's knowledge. "I can do this" is the type of confidence. "I am capable of doing this." The one quality that is far more significant than many other skills and characteristics is self-confidence. One's actions will never be productive if they lack self-confidence. When one lacks self-confidence, the results of their efforts are gone. The precursor to success is true self-confidence. Self-confidence combines mental and physical abilities and directs them toward the objective.

The most crucial stage of a person's life is adolescence. During this age of transition, the youngster goes through several changes. The teenager must break his childhood routines at home, school, and in society. Teenagers therefore require direction in order to form positive social relationships. The best setting for organizing a variety of

activities aimed at boosting pupils' self-confidence is the school. 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.”

REVIEW OF RELATED LITERATURE

Akbari and Sahibzada (2020) study set out to assess students' self-confidence and see how it affected their academic performance at Kandahar University. Using a quantitative questionnaire and stratified sampling, 1375 male and female students participated in the descriptive study. The results showed that the majority of students had high levels of self-confidence, while just a small percentage had poor levels. Additionally, students' self-confidence affected their learning in areas such as participation, goal-setting, interest in lessons, anxiety reduction, comfort level with teachers and peers, and sharing of opinions on lessons in class.

Avadam and Panwar (2021) examined the impact of gender differences on young adolescents' overall self-confidence. For this objective, a sample of 80 participants (40 men and 40 women) were given a general self-confidence questionnaire. It was anticipated that men would have higher self-confidence scores than women. Research designs were used in order to achieve the goals of the current study between participants. The results show that there are no significant gender differences in early adolescents' overall self-confidence ($t = 1.48$; N.S.).

Jha and Verma (2022) study the primary goal is to forecast how gender and self-esteem would affect young people's happiness. Data were gathered using the Happiness Scale and the Self-esteem Scale from 100 young people (ages 17 to 26) enrolled in different universities in Raipur, Chhattisgarh. There were fifty male subjects and fifty female individuals. While over average (59%) had a reasonable level of self-esteem, the majority of youngsters (87%) reported a high level of happiness. Results showed that, in contrast to gender, self-esteem has been found to be a powerful predictor of happiness. Improving self-esteem will contribute to a decrease in youth mental health issues.

NEED OF THE STUDY

The growth hormone for a person's personality development is confidence. One's ability to grow in all spheres of life—personal, professional, and social—is hindered by a lack of confidence. The abilities of students must continuously develop unhindered by their interactions with their surroundings if educational initiatives are to be successful in obtaining the greatest possible value from the input. Teenagers who struggle academically and lack confidence are unable to function in everyday situations. One cannot perform at the required level if they are unable to blend in with everyday circumstances. The course's primary goal is compromised. As a result, they become an issue for the community, school, and home in addition to themselves. Adolescence is one stage of development where enormous changes take place in relation to one's perception towards the world and one's self, thereby modifying one's opinions about the same. To boost and maintain optimal levels of self-confidence, studying self-confidence among students is useful. Therefore, self-confidence is a crucial factor in growth. Especially for young adolescents who are yet to dive into deeper levels of life, having trust in oneself is very important. This concept can be studied extensively in countries such as India, which have large youth populations. The review of literature reveals that there is a lack of research on self-confidence in the Indian context. The available literature talks about only specific dimensions of confidence, but studies on general self-confidence are yet to study deeper.

OBJECTIVES

1. To study the self-confidence of adolescents on the basis of locale.
2. To study the self -confidence of adolescents on the basis of gender.

HYPOTHESES

1. There exists no significant difference in self-confidence of adolescents on the basis of locale.

2. There exists no significant difference in self-confidence of adolescents on the basis of gender

SAMPLE

A sample of 200 adolescents was selected from schools in the Ludhiana district. A purposive sampling technique was used to select 100 adolescents from rural schools (50 girls and 50 boys) and 100 adolescents from urban schools (50 girls and 50 boys).

TOOL

Self - confidence inventory by Dr. Rekha Gupta

RESULT AND DISCUSSION

Hypothesis 1: There exists no significant difference in self-confidence of adolescents on the basis of locale.

Table 1: Showing Mean, SD and t-value

Locality	N	Mean	S.D.	SED	t-value	Level of Significance
Rural	100	25	23.05	3.78	1.98	Not significant
Urban	100	25	30.05			

Table No.1 shows that there is significant difference between adolescents of rural and urban school in relation to their self-confidence. The mean score of adolescents of rural school is 25 and the mean score of adolescents of urban school is 25, whereas their standard deviations are 23.05 and 30.05 respectively. The t-value between two means is 1.98, which is less than the tabulated value. Thus the null hypothesis is accepted.

Hypothesis 2: There exists no significant difference in self-confidence of adolescents on the basis of gender.

Table 2: Showing Mean, SD and t-value

GENDER	N	M	SD	SE_M	t-Ratio	Remarks
MALE	100	25	27.65	3.66	0.5	Not Significant
FEMALE	100	25	24.09			

Table no.2 shows that there is significant difference between male and female adolescents in relation to their self-confidence. The mean score of male adolescents is 25 and the mean score of female adolescents is 25, whereas their standard deviations are 27.65 and 24.09 respectively. The t-value between two means is 0.5, which is less than the tabulated value. Thus the null hypothesis is accepted.

CONCLUSION

1. The study revealed that there is no significant difference in self-confidence of adolescents on the basis of locale.
2. The study revealed that there is no significant difference in self-confidence of adolescents on the basis of gender.

EDUCATIONAL IMPLICATIONS

1. In order to enhance students' self-confidence, teachers should assist in reducing feelings of failure. It is important for teachers and parents to ensure that adolescents feel confident about themselves and perform better in their lives.
2. Self-confidence is not greatly affected by gender or location, the best strategy for educators and facilitator is to cultivate an inclusive atmosphere where all students—regardless of being male or female, or from urban or rural areas should be equally supported in their educational journey.

RECOMMENDATIONS

1. The study is conducted only in Ludhiana district, so it may be conducted in different districts of Punjab.
2. The study consisted of only 200 adolescents. It can also be extended to a large number of schools.

3. Similar studies may be undertaken by considering other variables such as level of aspiration, academic achievement motivation, emotional intelligence, and school environment.

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