A Study of Self-Confidence among Undergraduate Students

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Abstract:

Self-confidence is the belief in one's abilities, qualities, and judgment. It reflects a person's overall sense of trust in their capacity to achieve goals, handle tasks, and navigate various aspects of life effectively. Self-confidence is an attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life. The present study was conducted to compare the level of self confidence among undergraduate students of Bareilly city in reference their gender and locality. A sample of 63 students was randomly selected. Self Confidence Inventory (SCI) developed and standardized by Rekha Gupta was used to collect the data. The findings revealed that there is no significant difference on the level of self confidence among undergraduate students where as there is significant difference among urban and rural students.

Keywords: *Self-confidence, abilities, qualities, judgment, attitude*, etc.

Introduction:

Self-confidence is a personality element that a person needs to lead a happy and successful life. (Tarhan, 2009). Self-confidence is the conviction that one is generally capable of producing desired results. Self-confidence is the confidence one has in oneself, one's knowledge and one's abilities. Self-confidence integrates the powers of mind and body and focuses them towards the goal. Only such a concentrated energy can reach the goal. Self-confidence is the first

step to progress, development, achievement and success. It is essentially an attitude which allows us to have a positive and realistic perception of ourselves and of our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity. Individuals who have low self-confidence have difficulty in making up their minds, taking responsibilities and communicating with other people (Rutledge, 2000). Individuals who have many close relations tend to report less physical and psychological illness, live longer, and report greater satisfaction with life (Duck 1981).

During growth, self-confidence develops and is reinforced by what parents, teachers, and people around them say. (Semerci, 2015). Self-confidence is an individual's characteristic (a self-construct) which enables a person to have a positive or realistic view of themselves or situations that they are in (Sieler, 1998). It refers to a person's expectation of his or her ability to achieve a goal in a given situation and is a very influential factor in ensuring a person's potential (Stevens, 2005). In other words, a person with a high self-confidence has a realistic view of themselves and their capability which makes them persistence in their endeavors'. According to Neil (2005), self-esteem and self-efficacy in combination is what constitute self-confidence. "Self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome and to get things go all right." Basavanna (1975). Self-confidence is faith in one's own abilities. Dictionary of Education, Good (1959), Self-confidence is confidence in oneself or on one's own unaided powers, judgement, etc. New Webster's Dictionary (2004), Self-confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation. Agnihotri (1987).

Self-confidence, the belief in one's abilities and judgment, acts as a cornerstone for navigating the challenges and opportunities of life. For undergraduates, this period of higher education serves as a critical juncture, demanding academic excellence, social adjustment, and preparation for the professional world. Therefore, a research study exploring self-confidence among undergraduates holds immense importance for understanding their well-being and maximizing their potential.

Need and Significance of the study

This research is necessary due to the profound impact self-confidence has on various aspects of the undergraduate experience. Self-confidence is intricately linked to academic achievement. Studies consistently demonstrate a positive correlation between self-confidence and academic achievement. Students with high self-confidence are more likely to embrace ambitious goals, persevere through setbacks, seek assistance when needed, and actively engage in learning. Conversely, low self-confidence can lead to academic disengagement, fear of failure, and a reluctance to participate in class activities – hindering academic progress. This research can shed

light on the self-confidence levels of undergraduates, paving the way for programs and resources that promote mental well-being on campus, fostering a more supportive and healthy learning environment. This research can provide valuable insights into the connection between self-confidence and career development, allowing universities to provide resources and guidance tailored to support students in their career aspirations.

The significance of this research extends beyond simply understanding the current state of self-confidence among undergraduates. It has the potential to positively impact various aspects of the undergraduate experience. The research findings can inform the creation of specific support services on campus. These might include workshops on building self-confidence, tailored academic skills development programs, or peer-mentoring initiatives that address specific needs identified by the research. Understanding the role of self-confidence in learning can inform how educational programs are structured. Curriculums incorporating activities that foster self-efficacy and create a safe learning environment where students feel comfortable asking questions can lead to improved engagement and academic outcomes. Additionally, educators can adopt pedagogical practices that emphasize positive feedback and encourage active participation, further promoting self-confidence within the classroom.

REVIEW OF RELATED LITERATURE

Prajapati, V. (2019) explored the self- confidence of college students. The sample of study consisted of 80 college students of Patan city of North Gujrat. It was found that there was no significant difference on self- confidence level among college students with reference their gender and stream. **Malik, U. & Yougesh (2014)** in their Study Effect of Self-Confidence on Academic Achievement among Senior Secondary School Students Education found that self-confidence had an effect on the academic achievement of girl students and there was no effect of self-confidence on academic achievement of boy students. **Verma, R.K. & Kumari, S. (2016)** in their study Effect of Self-Confidence on Academic Achievement. No significant difference was found in the self-confidence of male and female elementary school students. **Akbari, O. & Sahibzada, J. (2020)** revealed that student's self -confidence was positively correlated with their learning process. **Monadal, R.(2023)** also stated that male and female college students from different stream (science and art) have same level of self - confidence. **Jose et. al. (2021)** found that more than 50% students felt that they boost their self- confidence from the start. More than 80% students said that lack of confidence affected their future goals and frustration towards life where as high level of self -confidence made them feel proud, trusted their feelings & emotions, increased self-esteem and motivation. **Shivappa (2015)** reported that students varied significantly on self- confidence with reference to class, faculty, gender, religion, domicile as well as family type. **Devi (2017)** found that self-confidence and life skills among secondary school students significantly and

positively correlated to each other. Moreover, girls were found high on self-confidence than boys. Students of private school had better self-confidence than students of government schools. **Kumari (2018)** found that females were found high on self-confidence than males.

OBJECTIVES OF THE STUDY

(1) To compare the level of self confidence of two groups of under graduate students of different gender i.e. boys v/s girls.

(2) To compare the level of self confidence of two groups of under graduate students of different locality i.e. urban v/s rural.

(3) To compare the level of self confidence of two groups of under graduate students i.e. girls urban and girls rural.

(4) To compare the statues of self confidence between two groups under graduate students i.e. boys urban and boys rural.

HYPOTHESES OF THE STUDY

For the present study, the null hypotheses were adopted by the investigator.

1. Status of self confidence among under graduate male students does not differ significantly with their counterparts of under graduate female students.

2. Status of self confidence among undergraduate urban students does nad differ significantly with their counterpart's undergraduate rural students.

3. Status of self confidence among undergraduate female urban students does not differ significantly with their counterpart undergraduate female rural student.

4. Status of self confidence among undergraduate male urban students does not differ significantly with their counterpart's undergraduate male rural students.

RESEARCH DESIGN

To achieve the objectives of the study the Descriptive survey method was used. In the present study the population consists of male and female undergraduate students of Bareilly District through multistage random sampling technique, at the final stage 63 students were selected as sample. Self Confidence Inventory (SCI) developed and standardized by Rekha Gupta was used

to collect the data. For analysis and testing the hypothesis Mean, S.D. and t-test were used as statistical techniques.

INTERPRETATION OF DATA

Table No. 1

Comparison of scores of under graduate students of different gender i.e. male and female on self-confidence variable.

Male Students			Female Students			't' value
N_1	M_1	δ_1	N_2	M_2	δ_2	
33	21.64	7.89	30	24.17	8.33	1.24 (NS)

According to Table 4.1, calculated t-value is 1.24 which is not significant at 0.05 level of significance. indicates that the under graduate male students have scored lower mean value (M_1 = **21.64**) than their counterparts female students (M_2 = **24.17**). It shows that status of self confidence among undergraduate male students is slightly higher than undergraduate female students. Also, the score of these two groups are tested on level of significance and the mean difference between these two groups are found insignificant on the both level of signify came. 05 & .01 (t= **1.24** ns). It shows that status of self confidence is almost similar among male and female undergraduate students. On the basis of above finding the first hypotheses stated – **"Status of self confidence among under graduate male students does not differ significantly with their counterparts of under graduate female students,"** may be accepted.

Table No. 2

Comparison of scores of undergraduate students of different locality i.e. urban and rural on self confidence variable

Urban Students			Rural Students			't' value
N_1	M_1	δ_1	N_2	M_2	δ_2	3.26 s.
31	19.68	7.91	32	25.91	7.23	

As the data present in table 4.2 indicates that the undergraduate urban students have scored lower mean value (M_1 = **19.68**) than their counterparts rural students (M_2 = **25.91**). It shows that status of self confidence among undergraduate urban is higher than undergraduate female students. Also, the score of these two groups are tested on the level of significance and the mean difference

between these two groups is found significant on the both level .05 & .01 (t = **3.26** s.). It shows that status of self-confidence is higher among urban students rather than rural undergraduate students. On the basis of above finding the second hypotheses stated- **"Status of Self confidence among undergraduate urban students does not differ significantly with their counterparts undergraduate rural students," may not be accepted.**

Table No. 3

Comparison of scores of under graduate female students of different locality i.e. urban and rural on self-confidence variable

Female Urban Students			Female Rural Students			't' value
N_1	M_1	δ_1	N_2	M_2	δ_2	2.81 s.
13	19.76	7.73	17	27.53	7.30	

As the data present in table 4.3 indicate that undergraduate female urban students have scored lower of mean value (M_1= **19.76**) than their counterparts female rural students (M_2 = **27.53**). It shows that status of self confidence among undergraduate female urban students is higher than undergraduate female rural students. But when the scores of these two groups are tested on the level of significance and the mean difference between these two group is found significant on the both level .05 & .01 (t = **2.81**s). It shows that status of self confidence has little variation among female urban and female rural under graduate students. On the basis of above finding the third hypotheses stated – **"Status of self confidence among undergraduate female urban students does not differ significantly with their counterparts undergraduate female rural student,"** may not be accepted.

Table No. 4

Comparison of scores of undergraduate male students of different locality i.e. urban and rural on self confidence Variable.

Male Urban Students			Male Rural Students			't' value
N_1	M_1	δ_1	N_2	M_2	δ_2	1.66 ns.
18	19.61	8.26	13	24.06	6.91	

As the data present in table 4.4 indicate that undergraduate male urban student have scored lower mean value (M_1 = **19.61**) than their counterparts male urban students (M_2 = **24.06**). It shows that status of self confidence among undergraduate male urban students is higher than their counterparts of male rural students. But when the score of these two groups are tested on the level

of significance and , the mean difference between these two groups is found insignificant on the both level of significance .05 & .01 (t = **1.66**ns). It shows that status of self confidence is almost similar among male urban and male rural undergraduate students. On the basis of above finding the fourth hypotheses stated- **"Status of self confidence among undergraduate male urban students does not differ significantly with their counterparts undergraduate male rural students",** may be accepted.

DISCUSSION OF FINDINGS

In this study, as an attempt has been made to reveal the significant difference (if any) in level of Self Confidence of undergraduate students. After analysis the data in four sections, the study has yield interesting and important result which are as follows-

- At undergraduate level, there is no significant difference between two groups of students of different gender (i.e. male and female) studying in Bareilly city in reference of their self confidence level i.e. students of these two groups are found with almost similar level of self confidence. The reason may be students are facing almost similar family climate, society climate, interest and mentality.

- At undergraduate level, the students of different locality (i.e. urban and rural) studying in Bareilly city on self confidence variable reveals the different level of self confidence. In another words there is significant difference among urban and rural students. The reason may be that students have not found same opportunity for their exposure and same environment from family and school.

- There is a significant difference between two groups of undergraduate female students of different locality (i.e. urban and rural) in reference to their self confidence level. The female urban students have not shown same level of self confidence with their counterpart female rural students. The reason may be the different environmental conditions and tendency.

- At undergraduate level, there is no significant difference between two groups of male students of different locality i.e. (urban and rural) in reference to their self confidence level. The reason may be the male students of different locality keep similarity of attitude, aims towards life and get almost same opportunities from their families.

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