Level of Self Confidence among Tribal & Non- Tribal School Students

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 Abstract
Self-confidence enables a person to take risks, to challenge themselves and move on to new achievements. It provides the belief that if things go wrong they can be put right, that you have enough resources to deal with the unexpected and unknown aspects of the situation. By having a realistic understanding of what you can do, you don't set yourself up for failure, and you are more likely to enjoy the virtuous circle of goal setting – reinforcement, success, positive feedback, greater confidence. **Objective:** *To assess the self-confidence for academic achievement refers to the aggregate marks obtained by the subjects in 8" and 9 classes.* Method: *Government secondary schools in Ranchi with cross sectional study. Sample Size: 40 High school students tribal and non tribal. Sampling: There were two sampling criteria: Caste (Tribal and non tribal) Gender (Male and Female) and Normal Students are those students who do not have any physical impairment.* **Conclusion:** *The inclusion of intelligence and personality factors in the research will make a significant difference in the findings and future cause of action by the educational, planers and administration will facilitate of the academe achievement of the students.*
Keywords: Education, Students, Gender, Male, Female

Introduction

The human self-confidence conquered nature and made slave for the welfare of mankind, and in the process, can even create the things which were not even available in the world before. Behind all the technological progresses are the determined efforts of hundreds of dedicated men and women, who faced all the challenges to make their dream, comes true. Many of what we see today as solid facts of life and proof of man's achievements were only mere ideas yesterday in the minds of a few men of great self-confidence. Education is a process of development from the cradle to the grave. Man becomes a gentleman through education and he alone can be educated while the other living organisms are trained. While his life is guaranteed by food, it is glorified by education. Education is the most powerful instrument of brining about social, political, economic development and cultural transformation of a society and country. It develops a child to be person who is physically strong, mentally well-equipped, emotionally balanced, with a right attitude towards life and work Success of the nation is determined by the quality of its citizen. Nation is not built by bricks and mortars but the quality of men. It does not require any evidence to say that society and its development are positively correlated to the development of education.

Self-confidence is important for both students and professional nurses to possess. Because nursing practitioners must exude confidence, clarification of its meaning is

necessary. Walker and Avant's (2005) eight-step method of concept analysis was used as the framework for this examination.

Confidence

When you are confident, you control all your negative emotions and. concentrate fully on the current situation. Confidence is a state of mind which allows you to demonstrate your best qualities and strive for excellence. Dmitry Chernyshenko

Internally, confidence comes from the feeling that you have a robust knowledge of your subject, and have done all that you can to be fully prepared. Externally, it's the ability of a leader to demonstrate with.

Concept of Self Confidence

Cooley C. H. (1902) developed the concept of "The Looking Glass Self" He defines it "As we see our face, figure and dress in the glass and are interested in them because they are ours and pleased or otherwise with them as in imagination we perceive in another's mind some thought of our appearance, manners, aims, deeds, character, friends and so we are variously affected by it".

Self-Concept

By self is generally meant the conscious reflection of one's own being or identity, as an object separate from other or from the environment. There are a variety of ways to think about the self. Two of the most widely used terms are self-concept and self-esteem. Self-concept is the cognitive or thinking aspect of self (related to one's self-image) and generally refers to "the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence" (Purkey, 1988).

Self-Esteem

Self-esteem is the affective or emotional aspect of self and generally refers to how we feel about or how we value ourselves (one's self-worth). Self concept can also refer to the general idea we have of ourselves and self-esteem can refer to particular measures about components of self concept. Some authors even use the two terms interchangeably (1994) suggests that self-concept is related to self-esteem in th who have good self-esteem have a clearly differentiated self concept.

Rational of the Study

Education of masses is one of the most crucial concerns. In post independence era, a two-pronged drive has been started to combat ignorance, illiteracy and economic insecurity of the masses and also to ensure their increasing participation in social and political life. The figures available on literacy percentage indicate that there has been success in our attempt of eradicating mass illiteracy, but still a sizable proportion of the total population has not been benefitted from the programme and as such dark clouds of illiteracy and ignorance are still hovering over humanity and posing threat to the very Social order. A tendency to mull over worries and perceived mistakes can be very damaging to your child's academic and social life. A higher level of self-confidence can help her avoid giving into anxiety, break out of the cycle of over thinking and embrace her full potential.

Review of Literature

Ackerman, P. L., Bowen, K. R., Beier, M. E., & Kanfer, R. (2001).A study of level of aspiration academic achievement and self-concept of secondary school students in Easterm zone of Nagaland For the present study the investigator selected 450 boys and girl secondary school students randomly from 10 secondary schools in Easterm zone of Nagaland to study the self-concept, level of aspiration and academic achievement.

For the collection of data the investigator used level of aspiration test by V.P Bhargava and self-concept scale by H.M Sing and past two years obtained marks from official school records. The collected data were analyzed by using Mean, S.D and t-value. It was found that both Male and Female secondary School Students have no significant difference on all the three variables via self concept, level of aspiration and academic achievement.

Allport (1961) has described the self concept as," The self is something of which we are immediately aware, we think of it as the warm, central private region of our life. 'As such it plays a crucial part in our consciousness' (a concept broader than self) in our personality (a concept broader than consciousness) and in our organism (a concept broader than personality) thus it is some kind of core in our being". .

Franken (1994) states "there is a growing body of research which indicates that it is possible to change the self concept. Self-change is not something that people can will but rather it depends on the process of self-reflection. Through self-reflection, people often come to view themselves in a new, more powerful way, and it is through this new, more powerful way of viewing the self that people can develop possible selves".

Marsh (1992) showed that the relationship of self-concept to school achievement is very specific. General self-concept and non academic aspects of self-concept are not related to academic work; general academic achievement measures are related moderately to academic success. Specific measures of subject-related self-concepts are highly related to success in that content area.

Combs and Syngg (1964) refers self concept as, "The individual's perception or view of himself". It can be concluded that self-concept is the sum total of all that the individual can call "" or "Me". It refers to those perceptions, beliefs, feelings, attitudes and values which the individual views as part or characteristics of himself. Thus self-concept refers to individual's perception or view of himself. Self-concept includes the person's abstractions and evaluations about his physical abilities, appearance, intellectual capacities, social skills, psychological self image, self-confidence, self-respect and self adequacy.

Thus self-concept deals with self perceptions of the person. A person's self-perceptions will in term affect his social interaction, level of aspiration, psychological health, school achievement and indirectly his popularity and approval people in his environment.

Research Method

Objective of Study

➢ To measure the effect of gender (male and female) on level of Self Confidence High school students.

➢ To measure the effect of caste (Tribal and Non- Tribal) on level of Self Confidence High school students.

Hypothesis

➢ There will be no difference between Male and Female on level of self confidence.

➢ The level of self confidence will be high in Tribal as compared to Non Tribal School Students.

Sample

Population: Government secondary school location in Ranchi and Cross sectional study.
Sample of size: 40 High school students tribal and non tribal.
Sampling Criteria: There were two sampling criteria: Caste (Tribal and non tribal) Gender (Male and Female).

Selection of the sample: The sample for the school students was selected from school location in Ranchi town random

Sampling technique: The stratified was based or gender Male and Female and caste (Tribal and non tribal). The sample was based on 2 x2 factorial design in each of 4 sample sub-group to cases were selected randomly making a total number 40 cases.

Tools: Personal data questionnaire, Consumable booklet of ASCE

Statistical Analysis

The following statistical techniques were used to analyze data:

- ➢ Mean score: Mean score were computed to calculate SD Value and t- Ratio.
- ➢ T-Test: T-Test was computed to examine the significance to the difference between mean score of male and female on prevalence of gender based violence in School setting.

Results & Analysis

The study involved one main variable, namely confidence, gender and caste also taken into consideration. The sample of the study consisted of 40 students of two groups including 20 tribal and 20 non-tribal of male and female.

Table No-1.1   Sample Description

Sub-group	Gender		Total
	Boys Girls		
Tribal	10	10	20
Non tribal	10	10	20
			Total 40

Table-1.2: Comparative between male students and female students group sample

Group	N	Mean	SD	T	p-value
Male	20	20.05	6.11	0.37	NS
Female	20	26.30	6.60		

Table-1.3: Comparative between tribal students and non-tribal Students group sample

Group	N	Mean	SD	T	p-value
Tribal Student	20	28.10	6.13	1.44	0.05*Significant Level
Non- Tribal Student	20	25.25	6.41		

Table.1.4 Comparative between Male tribal school students and female tribal school students group sample.

Group	N	Mean	SD	T	p-value
Tribal Student	20	29.80	5.45	1.32	0.05*Significant Level
Non- Tribal Student	20	26.45	5.44		

Table-1.5: Comparative between male non-tribal school students and female non-tribal school students group sample

Group	N	Mean	SD	T	p-value
Tribal Student	20	24.03	54.6	0.64	NS
Non- Tribal Student	20	26.20	7.05		

It order to ascertain the nature of distribution of scores pertaining to the Variables under contradiction, Descriptive statistics like mean, standard deviation and t- test, were calculated.

Summary & Conclusion:

Statistical techniques like mean, standard deviation, t- test were employed to analysis the data.

Results have been given variable were under different tables Followed by graphical representation of scores and disunion.

➢ Mean, SD and t ratio of the scores obtained on students self confidence in two sub-groups of gender (Male and female) of secondary school female students are school.

➢ Above table -I indicate that there have been on significant difference between male and female sample on students self confidence scores.

➢ The mean of male students are 27.05 and that of female students are 26.30. SD of male sample is 6.11 and of female student are 6.60.

➢ The t-ratio value of the male and female group has been found 0.37, which is not significant.

➢ This is indicates that gender did not produce any effect on level of self confidence of school students.

➢ Mean, SD and "t ratio of the scores obtained on students self confidence in two sub-groups of caste (tribal and non-tribal) of secondary school female students are school.

➢ Above indicate that there have been on significant difference between tribal and non-tribal sample on students self confidence scores

➢ The mean of tribal students are 28.10 and that of non- tribal students are 25.25.

➢ SD of tribal sample is 6.13 and of non- tribal student is 6.41

➢ The t-ratio value of the tribal and non-tribal group has been found 1.44, which are significant 0.05 levels.

➢ The mean of male tribal school students are 29.80 and that of female tribal school students group sample are 26.40

➢ Above indicate that there has been significant difference between male tribal and female tribal sample group on students self confidence scores.

➢ SD of male tribal school students is 5.45 and female tribal school students are 5.44.

➢ The t- ratio value of the male tribal and female tribal group has been found 1.23, which is significant at 0.05 levels.

➢ This is indicates that caste and gender produce any effect on level of self confidence of religion school students.

Hypothesis testing

Above results support the hypotheses no 1 which is level of self confidence higher in male tribal and female tribal students.

This is indicates that gender and caste did not produce any effect on level of self confidence of school students. Above results support the hypotheses no 2 which is level of self-confidence higher in female non-tribal school students than male non-tribal school students.

The present study was conducted level of self confidence, gender and caste also taken into consideration. The sample of the study consisted of 40 students of two groups Including 20 tribal and 20 Non-tribal of male and female school students in the Ranchi city.

Limitations of the Study

The Sample of the present research comprising only 40 subjects was selected in each sub group. Male and female vary in many respects .Only gender and tribal and Non- tribal of the school of the students were taken. Some other variables might have provided better information about the problem in the study. Rank of the students and promotional criteria has not been taken into consideration for present research.

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