



SELF-CONFIDENCE AMONG MALE AND FEMALE COLLEGE STUDENTS

Dr. Rajesh Baburao Shirsath

Kala Mahavidyalaya, Nandurghat

Abstract

Present study investigates to the study of Self-confidence among male and female college students. By employing a sample of 100 subjects in which 50 subjects were from rural area and 50 were selected from urban area. All subjects included in the study from Jalna district. Self-confidence was measured by standardized test. Self-confidence inventory developed by Dr M. Basavanna. After analysis of the data following results was drown. Subjects from rural and urban areas significantly differ on self-confidence. A summary of two way ANOVA shows that main effect Area of residency is significant ($F= 19.37$, df 1 and 96,). Subjects from male and female college students differ significant among themselves dependent variable Self-confidence. A summary of two way ANOVA shows that main effect gender is differ significant ($F= 40.89$, df 1 and 96,).

INTRODUCTION:

Self-confidence is commonly defined as the sureness of feeling that you are equal to the task at hand. This sureness is characterized by absolute belief in ability. You may well know someone whose self-belief has this unshakeable quality, whose ego resists even the biggest setbacks. In such people, confidence is as resilient as a squash ball: the harder the blow, the quicker they bounce back. Students, although confidence is a desirable characteristic, arrogance - or a sureness of feeling not well founded in one's ability - is undesirable. If self-confidence is perhaps the 'guardian angel of students performers' then arrogance is their nemesis.

Confidence is related to personality and those who exude self-confidence across a range of contexts, say at work, socially and in their sport, are said to be high in trait confidence. However, confidence can also be very specific - to a particular situation or with reference to a set of circumstances - in which case it is known as state confidence or self-efficacy.

Self-confidence is the knowledge that you can do something and do it well. Self-confidence comes from firsthand knowledge of the task at hand, knowing your strengths and weaknesses, applying your skills to any situation and adapting quickly as the situation unfolds. People who exude self-confidence know they have what it takes to master difficult situations, and they are not afraid of failure.

Develop overall self-confidence by reflecting on your mind. Examine why you think the way you do. Maybe as a child, your parents told you could not do something. Overcome negative programming by reflecting on your positive accomplishments.



Develop new positive programming by telling yourself that you can achieve your desired goal. Whenever you show self-confidence, reflect on how good this feels. With positive reinforcement, self-confidence will begin to emerge in your life.

Students who have high self-esteem and are confident perform better academically and retain learning more easily. Family, teachers, friends and the environment all play active roles in influencing whether or not a student has positive self-esteem and or lacks confidence. It is vital that a student is surrounded by encouraging and nurturing people and activities to build their self-confidence from an early age

REVIEW OF LITERATURE:

Mirella Atherton (2015). The study of confidence was undertaken at the University of Newcastle with students selecting science courses at two campuses. The students were enrolled in open access programs and aimed to gain access to undergraduate studies in various disciplines at University. The 'third person effect' was used to measure the confidence levels of the students in comparison to their peers. Using this technique, the study examines the extent to which students undertaking open access programs are confident in learning.

The results for male and female students were compared and contrasted. Lack of confidence in learning arises predominantly in females with little educational experience and a distant educational background. Female students were also less optimistic in predicting the performance of a third person beginning the course. This paper argues the need to build confidence in students who experience high levels of uncertainty in learning. It is thought that building confidence in students in early stages optimises their academic success. It also provides for a smooth transition into the first year of undergraduate study and thus improves academic outcomes. The issues raised are important to educational research that serves higher education preparatory and admissions programs.

Ahmed, Jamshaid; Ansari, Muhammad Akram The main purpose of the study was to examine the gender differences of self confidence in sport with reference to socio cultural factors associated with sports performance in Pakistan. Another purpose of the study was to examine and find out whether one psychosocial (self confidence) dimension exerted a stronger influence on gender. The analysis was administered to a sample of 300 (150 males and 150 females) athletes aged 17 to 24 who participated sports at university, regional or national level in a variety of sports like cricket, hockey, basketball, table tennis, badminton and athletics. Each of the subject responded to a modified version of Trait Sports Confidence Inventory (Vealey, RS. (1986). An analysis of the results illustrated that significant difference existed between male and female player's self confidence in Pakistan due to the socioeconomic and socio cultural attitudes and conditions.



STATEMENT OF THE PROBLEM:

To study the self-confidence among male and female college students

OBJECTIVE OF THE STUDY:

1. To study the level of self-confidence of urban and rural college students.
2. To study the level of self-confidence of male and female college students.

HYPOTHESIS OF THE STUDY:

1. There will be significant difference of self-confidence between urban and rural college students.
2. There will be significant difference of self-confidence between male and female college students.

Methodology:

• Sample:

According to the purpose of present study total 100 students randomly selected. There were 50 girls and 50 boys included from rural and urban area. All sample selected from various College in Beed district. The subjects were from age range 18 to 22. Elements of the sample were drawing from middle class family.

• Variable:

In the present study following variables treated as dependant and independent.

Dependant variables:

- 1) Self-confidence

Independent variables

- 1) Area of Residency - Rural and Urban
- 2) Gender: Male and Female

• Design

2 X 2 balance factorial design was used.

		Area of residency	
		Rural	Urban
Gender	Male	25	25
	Female	25	25

• Tool

1. Self-confidence Inventory:

The second dependent variable is self-confidence. For measure the self-confidence used Self-confidence Inventory developed by Dr. M. Basavvann. Self-confidence as a construct has been measured variously by different researchers in the past. Klein and

Schoenfeld (1941) measured it by asking the subjects to state the degree of confidence they felt in the accuracy of their performance after they had taken some psychological tests.

- **Results and Interpretation:**

Table No. 1

Significant difference of self-confidence among college students

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Area	4329.640	1	4329.640	19.371	.01
Gender	9139.360	1	9139.360	40.890	.01
Area * Gender	73.960	1	73.960	.331	.00
Total	329198.000	100			

Significant level (1,196) at the 0.01level=6.76.

Significant level (1, 196) at the 0.01level=3.89.

Table No. 1. Show that summary of two way-ANOVA on dependent variable self-confidence. Subjects from urban and rural areas differ significant themselves on the dependant variable self-confidence. A summary of two way ANOVA shows that main effect area is highly significant ($F= 19.371$, df 1 and 96, $p< .01$). According to these result hypotheses no.1 there will be significant difference of self-confidence between urban and rural college students is accepted.

Table no. 1 shows that male and female subjects not significant among themselves on the dependant variable self-confidence. A summary of two way ANOVA shows that the main effect of gender significant ($F= 40.89$, df 1 and 96) these 'F' ratio indicate that there is significant difference of self-confidence among male and female college students. According to this result hypothesis no. 2 there will be significant difference of self-confidence between male and female college students is accepted.

Following research supported this study. Gender, self confidence, and social influence strategies: An organizational simulation.

Investigated whether men and women in positions of equal power differ in the strategies they use to influence subordinates. 24 male and 24 female undergraduates were placed into a supervisory role in a simulated organizational setting and were compared on the frequency, range, and types of influence strategies they used to direct the work of 3 bogus subordinates. Although gender differences consistent with general sex-role stereotypes were found, most differences were weak and only of marginal significance. Relative to males, females made fewer influence attempts, used a more limited range of influence strategies, used fewer rewarding strategies, particularly promises of pay increases, and used more coercive strategies, especially pay



deductions. Females displayed lower levels of self-confidence than did males and sex-linked differences in self-confidence explained much of the gender difference

CONCLUSION:

- There is significant difference between male and female college students on their self confidence.
- Urban and rural college students significantly differ on self confidence.

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