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Impact of Gender on Self Confidence among the Secondary School Students of Malappuram District

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Abstract

The current study attempted to examine secondary school pupil's levels of confidence. Sample of the present study consists of 480 secondary school students in Malappuram district of Kerala state. Agnihotris (1987) self-confidence inventory was administered the conclusions of the study showed that the gender has significant differences on self confidence among secondary school students in Malappuram district

Introduction

Man is the finest creation of God and he has countless innate capacities. To develop and improve the potentialities, the mental quality like self-confidence determines the success of life in all areas he touches. Self-confidence is a belief in one's own capacity and calibre. The dictionary defines confidence as freedom of doubt; belief in oneself and their abilities. Self-confident people inspire other confidence in others: their audience, their peers, their bosses, their customers and their friends. The self-confident man will be ambitious, goal oriented, communicative, loving and kind and open to all. Robert frost (1911) says that education is the ability to listen to almost anything without losing the temper or confidence. It is important to

remember that self-confidence is always relative to the situations. Eric Erikson (1959) and other developmental theorists provide an understanding of self-confidence as beginning with self-awareness. There are two types of confidence, implicit and explicit. Implicit can be defined as something that is implied or understood through not directly expressed. Explicit is defined as something that is fully and clearly expressed; leaving nothing implied. Diffidence is the state with low self-confidence, exposing over confidence in any activities is over confidence and optimal self-confidence is the desirable state of self-confidence. Adolescents of poor health will display low self-esteem. Globally, self confidence in boys and girls will decline during adolescence, and in contrast to boys, girls self-confidence won't shoot back up again until early adulthood. During adolescence, self-esteem is affected by age, race, ethnicity, puberty, body weight, involvement in physical activities and gender. An individual's self-confidence can vary in different environments; such as at home or in school

Objective

To examine the significant difference in mean scores of self-confidence of the secondary school students exists between boys and girls

Hypothesis

There exists significant difference in the mean score of self-confidence of secondary school students between boys and girls

Sample

The study was supposed to conduct in a sample of 480 students of different secondary schools from Malappuram district. By using stratified random sampling technique, the sample

reflects due representation t proposed subdivision of boys and girls

Variables of the Study

In the light of the hypotheses formulated, the following variables are considered

Dependant Variable

Self confidence

Independent Variable

Gender

Tool

Agnihotri’s self-confidence inventory (1987)

Statistical Analysis

The obtained data was analysed statistically in order to test the hypotheses using means, standard deviation and t test.

Results and Discussion

Variable	Gender	Mean	SD	t value
Self confidence	Boys	40	3.18	3.80
	Girls	38	4.17	

Significant <0.01

Hypothesis –boys and girls would differ significantly on their self confidence among the secondary schools in Malappuram district.

The table shows that the ‘t’ value of 3.80is significant at 0.01 level.it reveals that there is significant difference between boys and girls on their self-confidence. Hence, hypotheses which

predicted that boys and girls would differ significantly on their self-confidence is accepted as speculated by the results. 't' is provided that boys (M=40) are more self-confidant than girls (M=38)

Conclusions

1. Boys are more confident than girls at the time of study.
2. The teachers should ensure the equal boosting self-confidence opportunities for boys and girls.
3. Self-confidence is the first step to progress, development, achievement and success.
4. This study helps the teacher to identify the method to boost self-confidence of the
5. students.
6. Before getting into the lessons, the teachers must be able to read the mind of the students.

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