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A STUDY OF SELF-CONFIDENCE OF SENIOR SECONDARY SCHOOL STUDENTS OF WORKING AND NON-WORKING MOTHERS

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ABSTRACT

Working status of mother plays an important role in the personality development of children by shaping intellectual and affective behaviour. So in present research an attempt was made to study self-confidence of senior secondary school students of working and non-working mothers. For this purpose 200 senior secondary school students of Bathinda district of Punjab were taken as sample. Self confidence was measured by Agnihotri's self-confidence inventory. From the findings it is concluded that senior secondary school students of working and non-working mothers have average level of self confidence and both the groups do not differ signfiicantly in self confidence. It is further found out that female students of working mothers have higher level of self-confidence as compared to female students of non-working mothers. Male senior secondary school students of non working mothers have higher level of self confidence as compared to students of working mothers but this difference is not signficant. It is recommend that students should be encouraged to develop a positive self-image. They should be provided with ample opportunities to make their own decisions.

INTRODUCTION

Children need a loving and secure environment for their optimum growth and development. They need love, care, attention, and guidance in order to develop as stable sociable and well-adjusted human beings. It is very important for children to have stable and loving relationship with their parents especially their mothers. Mothers play an important role in the personality development of children by shaping intellectual and affective behaviour. According to Erikson (1956) development of personality is affected by three factors body, self, and social. The social factor includes family interaction and peer relations and ego is the centre of personality (Body ego, ego ideal, and ego-identity) which develops within society and is influenced by child rearing practices. As a child grows, he or she learns by watching and imitating his or her mother, as well as by getting instructions and guidance from her. Mother teaches her child the way of living each day in a loving, unselfish and generous way. She builds reasonable amount of confidence in her child by becoming a role model. She shows her child to stand on his own feet and not to be dependent on anyone for the success and failure of his life. Being a mother is like expressing a bundle of emotions and delivering a source of comfort. Starting from giving birth to a child, a mother plays various roles in human life. She inculcates values and virtues within her child, offers him teaching of right and wrong, makes him learn innovative things, and make them aware of the world around. So if a mother has herself all these qualities like patience, self-confidence, creativity, values, tolerance along with time and will etc. then and only then she can be a good role model for her child and her child will be able to acquire all these traits by imitating her.

But with the moving pace of time this definition of mother is also undergoing a change. Today mothers are entering irresistibly in the work force in search of their own true identity. The decision to be an employed mother is prompted by personal, financial, family and situational factors. Some women are employed because they are the sole provider of their family, some are employed in order to supplement their family income, some to stay out of poverty and some are employed for personal satisfaction and fulfillment. This has its impact on her familial life.

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Now she has the freedom to spend her money in the development of her children. Her children can be brought up the way she likes to. With this she is also able to inculcate the sense of responsibility in her children (Steins, 1973 and Muni, 2000). But apart from this it has its negative side also. Sometimes she fails to give proper care and affection to her children. They start suffering from ill health which is the biggest misfortune that one can experience. Emotional bond between them also gets affected in the lack of care and affection. Children start getting involved in many unsupervised activities and sometimes they become dependent, anxious and less co operative because of the absence of their mothers (Muller, 1995 and Nanda and Monochas, 1998). The personality pattern is a unified multidimensional structure in which the concept of self is the core of centre of gravity (Breckenridge and Vincent, 1965). The self is a composite of a person's thoughts and feelings, strivings and hopes, fear and fantasies, his view of what he is, what he has been, what he might become, and his attitude pertaining to his worth.

Self-confidence is a closely related to socio-psychological concept related to self-esteem. Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of our selves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust and the ability to handle criticism and emotional maturity. Self-confidence is a belief in yourself and your abilities, a mental attitude of trusting or relying on yourself.

The beginning of the term self-confidence has been little studied, But it is clear that a person is not born with self-confidence, but is formed and developed as a result of his experiences and his interaction with environment as a child grows and develops, he learns not only about the world around himself, but also about himself. Thus, self-confidence seems to be almost a by-product of learning and personal experiences. Baumrind (1991) suggested that the development of self-confidence in child and adolescents requires an environment that provides the freedom to explore experiment and protect from negativity and other psychological dangers. Individuals with high self confidence tend to have firm believe in their own abilities to make decisions, expectations for successful outcomes, and relationships that are characterized by respect and dignity. For one person self-confidence might be about speaking in public, for another it might be about being confident in social situations.

The findings in the field of self-confidence of senior secondary school students and the effect of maternal employment on self-confidence of senior secondary school students show that students of working and non-working mothers differ from each other in self concept and self-confidence level. A few studies (Steins, 1973; Baruch, 1978; Singh and Chauhan, 1983; Weber and Miller, 1984; Muni, 2000; Botsari and Makri, 2002) reveal that students who have working mothers have higher level of self-confidence because they are assigned so many domestic responsibilities at an early age, while some of the studies (Roumans, 1976; Belsky and Eggeben, 1991) show that the students of working mothers lacked self-confidence because they did not get full time affection from their mothers, so they became less confident and dependent. They tended to have lower self image. In the background of such varied results an attempt has been made to study the personality development, self confidence and value dimensions of senior secondary school students in relation to working status of their mothers.

OBJECTIVES OF THE STUDY

1. To study the self-confidence level of senior secondary school students of working and non-working mothers.
2. To study the difference in self-confidence of senior secondary school students in relation to working status of their mother.
3. To study the self-confidence level of male and female senior secondary school students of working and non-working mothers, collectively and separately.

HYPOTHESES

1. Senior secondary school students of working and non-working mothers have high level of self-confidence.
2. Senior Secondary School students of working and non-working mothers differ significantly in their self-confidence.
3. There is no significant difference in self-confidence level of female senior secondary school students of working and non-working mothers.
4. There is no significant difference in self-confidence level of male senior secondary school students of working and non-working mothers.

DELIMITATIONS OF THE STUDY

The study was delimited to senior secondary school students of working and non-working mothers only of Bathinda district. Only urban students of private schools were taken as sample.

OPERATIONAL DEFINITIONS

Self-Confidence: Self-confidence is a positive attitude of oneself towards oneself concept. It is an attribute of perceived self. Self-confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self evaluation.

Working and Non-working Mothers: Ladies who are at job for more than six hours a day and earn something, have been termed as working mothers for the research in hand and such mothers who are non professionals and work as house wives and are not absent from home usually have been termed as non-working mothers.

RESEARCH TOOLS USED

Agnihotri's Self-Confidence Inventory (ASCI) prepared by Dr. Rekha Gupta (1985)

SAMPLE OF THE STUDY

According to the purpose of study students of working and non-working mothers constituted the sample of the study. For the present study purposive sampling method was used. Accordingly 200 senior secondary school students were taken from different schools of Bathinda district. 85 students of working mothers and 115 students of non working mother were taken for sample.

METHOD AND PROCEDURE

The present study was conducted through descriptive method of research. For measuring self confidence of senior school students, Agnihotry self confidence inventory (ASCI, 1985) was used. The scoring of inventory was done according to the instruction of manual. The data so obtained were recorded in tables and statistical was done according to the objectives of study. Mean, median, mode and SD were calculated separately. 't' test was used to find out the statistical significance of the difference. The results so obtained were tabulated for discussion, interpretations and conclusions are as follows:

1. Self-Confidence of Senior Secondary School Students of Working and Non-Working Mothers

Self-confidence scores of senior secondary school students of working, non working and of total group of students have been presented below in the table1

Table 1

Self-Confidence of Senior Secondary School Students of Working and Non-Working Mothers

Working Status	N	Mean	Median	Mode	S.D	t-ratio
Working	85	25.97	27	29	9.56	1.68*
Non-Working	115	28.8	29	29	8.91	
Total	200	27.60	28	27	9.28	

*Not Significant

Table 1 shows that the mean score of the total group of senior secondary school students of working and non working mothers is 27.60; median is 28, with S.D 9.28. As per norms given in the manual of scale, the subjects falling between scores 20-32 are average in self-confidence. The mean score of total group of students indicate that the senior secondary school students have average level of self-

confidence. Further this table also shows that mean score of the self-confidence of senior secondary school students of working and non-working mothers is 25.97 and 28.8 respectively. According to the manual norms both the groups of students have average level of self-confidence. So hypothesis I "Senior secondary school students of working and non-working mothers have high level of self-confidence" is rejected.

It is clear from table 2 that mean scores for self-confidence of senior secondary school students of working mothers is 25.97 and of non-working mothers are 28.8 with S.D 9.56 and 8.91. t-value stands at 1.60 which is not significance. There is no significant difference between both the groups with respect to their self-confidence. So hypothesis II "Senior Secondary School students of working and non-working mothers differ significantly in their self-confidence" is rejected.

The findings of present investigation are quite in line with the findings of Hitchcock (1978), Gold and Andres (1978) Rosenthal and Hansen (1981) Mittal (1997) Deka and kakkar (1998) and Foon (2003). They concluded in their studies that children of working and non-working mothers do not differ in self-confidence.

2. Self-Confidence of Senior Secondary School Students of Working and Non-Working Mothers in Relation to Gender

Mean scores of self-confidence of female senior secondary school students of working and non-working mothers have been presented in the table given below:

Table 2

Self-Confidence of Senior Secondary School Students of Working and Non-Working Mothers in relation to Gender

Working Status	N	Mean	S.D	t-ratio
Female Students of Working Mothers	41	22.78	9.73	4.01**
Female Students of Non-Working Mothers	50	30.5	8.31	
Male Students of Working Mothers	44	28.95	8.46	0.35
Male Students of Non-Working Mothers	65	27.49	9.20	

** Significant at 0.01 level

Table 2 shows that the mean score of self-confidence of female senior secondary school students of working mothers is 22.78, with S.D 9.73 and of non-working mothers is 30.5 and 8.31 respectively, which shows that the female students of working mothers have average level of self-confidence because the mean score fall between 20-32. Mean score of self-confidence of female senior secondary school female with non-working mothers are 30.5 which shows that they too have average self-confidence.

The t-value stands at 4.01, which is significant at 0.01 level. It means there is a significant difference between the mean scores of both the group of students. The difference is in favour of female students of working mothers, which means the female students of working mothers have higher level of self-confidence as compared to female students of non-working mothers. So hypothesis "There is no significant difference in self-confidence level of female senior secondary school students of working and non-working mothers" is rejected.

The reason behind this may be the girls who have working mother may be exposed to the new experiences and are assigned so many household duties at an early stage of life. They have to do all the household chores by themselves. They also have to attend their guests in the absence of their mothers, take decisions, manage monthly budget and sometimes they have to take care of their younger siblings in the absence of their mothers. All these responsibilities make them confident.

The findings of present investigation are similar to the studies of Baruch (1978) and Weber and Miller (1984) which shows that the female students of workings mothers have higher self-confidence than the female students of non-working mothers.

Table 2 shows that the mean scores of self-confidence of male senior secondary school students of working mothers is 28.95 with S.D 8.46 and the mean score of self-confidence of male senior secondary school students of non-working mothers is 27.49 with S.D 9.20 which reveals that male students of working mothers as well as of non-working mothers have average level of self-confidence because the mean

scores fall between 20-32. This table also shows that the mean scores of self-confidence of male senior secondary students of working mothers is higher than the mean scores of students of non-working mothers. t-value stands at 0.35 which is not significant. It means there is no significant difference between the mean scores of self-confidence of male senior secondary students of working and non-working mothers. So hypothesis IV "There is no significant difference in self-confidence level of male senior secondary school students of working and non-working mothers" is accepted.

CONCLUSIONS

1. It can easily be concluded that both the groups of students do not differ significantly in self-confidence. Whatsoever difference exists that exists in favour of students of working mothers. This means senior secondary school students of working mothers have higher level of self- confidence as compared to the students of non-working mothers.
2. It implies that female senior secondary school students of working mothers have higher level of self- confidence as compared to female students of non-working mothers.
3. It implies that male senior secondary school students of non-working mothers have higher level of self-confidence as compared to students of working mothers but the difference is not significant.

RECOMMENDATIONS

1. The results of the present study reflect that Senior Secondary School students of working and non-working mothers have average level of self-confidence. Steps should be taken to enhance the level of self-confidence of the students. This can be done by parents, family and teachers altogether. Students should be encouraged to develop a positive self- image. They should be provided with ample opportunities to make their own decisions. Parents should assign them some household responsibilities and teachers should give them all the opportunities to participate in the co-curricular activities. Teachers should boost their morale so that they may be able to develop high level of self-confidence.
2. Further from this study, it is clear that the female students of non-working mothers lag behind in self- confidence as compared to the female students of working mothers. As we all know, in a family, mother is a first teacher of her child. She nurtures her child in such a way that he or she may become a person with balanced personality, high self-confidence and higher moral values. A working mother herself becomes a role model for her daughter. Daughter imitates her in many ways and acquires many abilities and traits from her mother and the situation remains the same in case of non- working mothers. So, mothers who stay at home all the day should try to involve their daughters in various tasks. They should be made free to experience new situations. Mothers should let them free to explore new things and to make their own decisions. This will help in developing higher level of self-confidence among female students of non-working mothers.

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