

Self-Confidence and Parenting: A Correlational Study of School Students

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Abstract

The concept of self-confidence is associated with overall development of the school students and today it is widely recognized through the support of parents. The present study was designed to find out the relationship of self-confidence of school students parenting and its modes (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation; and marital conflict vs marital adjustment). While employing descriptive survey method, the present study was conducted on a sample of 400 school students. The sample was selected by using random sampling techniques. Self-Confidence Scale developed by Gupta and Lakhani and Parenting Scale developed by Bhardwaj, Sharma and Garg was used for data collection. Product moment correlation (r) was applied to study the relationship among variables under study. The findings of the study revealed significant relationship of self-confidence of school students with parenting and its modes. Significant relationship of self-confidence of school students with mothering, fathering and their modes were also found. The findings have special implications for parents. By providing the loving environment at home, parents can help the children to identify their strengths and weaknesses to enhance the self-confidence of their children.

Keywords: Parenting, Self-Confidence, School Students

Introduction

Education is a means of transmitting knowledge, culture and values from one generation to another. An effective system of education results in the development of the learner's potentialities, enlargement of their competencies and transformation of their interests, attitudes and values. It's not the passive learning but it is an interactive and integrative process (Murugan and Manimehalai, 2015)⁽¹⁶⁾. The impact of education is intense and pervasive on all human activities. The task of formal and informal education is to assist the child in his corridor of growth and development. The widespread and imperative role of self has been recognized significantly in the development of the individual. A developed self helps an individual to improve self-esteem & learning helplessness and to reap the benefits of learning optimism (Seligman, 1990)⁽¹⁷⁾. Philosophers, writers, educators and psychologists have emphasized the vital role played by self-confidence in overall development of an individual (Benabour and Tirole, 2001)⁽⁵⁾. It is a conviction of one's acceptance, rejection and valuing oneself as an individual. Self-confidence is one's perceived ability to act efficiently in a situation to conquer obstacles and to get things set out alright (Basavana, 1975)⁽⁴⁾. It is an apparent ability of one to deal situations effectively without leaning on others and to have a positive self-evaluation (Agnihotri, 1987)⁽²⁾. Self-confidence is shaped in primitive development years and commonly reflection of parenting and school environment. If an individual has number of abilities, lot of knowledge, but have no self-confidence, there is no success.

Self-confidence is basic approach for an individual to have a positive and realistic self-perception. It is featured by personal traits such as assertiveness, optimism, certainty eagerness, affection, pride, independence, trust, the capability to handle the criticism and psycho socio problems for one individual. For one, it could be about speaking in the community and for another; it might be the handling of social circumstances. It is associated with one's own knowledge, abilities and confidence in one self as it generates the mental power & body and emphasize on attainment of goals. Cheng and Furnham (2002)⁽¹⁰⁾ found that self-confidence is correlated with self rated happiness and loneliness in adolescents. Partington (2004)⁽¹⁷⁾ reported that students with high self-confidence would be more likely to have high level of

academic achievement and future aspirations than those with low self-confidence. Chang and Cheng (2008)⁽⁹⁾ indicated that there was significant positive relationship existed between students' science achievement and their self-confidence. Gurubassappa (2009)⁽¹²⁾ found significant relationship of intelligence with self-confidence of students. It is also significantly connected with self-control, self-image, self-satisfaction, self-respect, self-reliance, stress, spirituality and physical health (Ajilal and Raju, 2013)⁽³⁾, Gurubassappa (2009)⁽¹²⁾ found significant relationship of intelligence with self-confidence of students. James and Jasser, (2015)⁽¹⁴⁾ reported that parent's attachment and supervision have significant impact on self-confidence of children. Studies have also shown that the level of self-confidence is also related to propensity to stress, rigidity, resistance to change, persuasion, different kinds of social behaviour and educational aspirations.

Parent is the prime helper, monitor, director, observer, curator and decision maker for the child. The first and foremost responsibility of parents is to take care of their children in the best probable manner and to see their progress. Adequate parenting prerequisite both efficient mechanism - in terms of assurance, sympathy and positive regards for children. Parenting is a practice that formally starts during or before pregnancy and continues till the balanced development of the child. In today's era of 21st century self-confidence work as encounters against the amours of the life. If a student has self-confidence, he would have clear self-concept, self-control, good social relations and decisions taking ability. It is only the parents who sow the seeds of confidence in child. Bhardwaj (1996)⁽⁶⁾ explored that parenting has impact on self-concept and curiosity among girls and boys. Parent's potency and optimism can be an asset for the child. Parents work as the gateway of the positive and negative self-talk. Aggarwal and Mishra (2005)⁽¹⁾ found that parent's rejection, demand, symbolic reward, love and object reward affect the student's self-confidence. Raju and Samiullah (2011)⁽¹⁸⁾ revealed that students with high parental involvement have shown better academic achievement compared to students with low parental involvement. Singh and Singh (2016)⁽²⁰⁾ showed positive relationship between parental warmth, general self efficacy and control.

The earlier researches studied the self-confidence with different variables but the relation of self-confidence has not been studied with parenting including mothering

and fathering separately along with their modes. Therefore, to fill this gap in literature, the investigator has investigated the relationship of self-confidence with parenting including mothering and fathering.

Objectives of the Study

- अ To find out the relationship of self-confidence of school students with parenting and its modes (rejection vs acceptance, carelessness vs protection neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faulty role expectation vs realistic role expectation; and marital conflict vs marital adjustment).
- अ To find out the relationship of self-confidence of school students with mothering and its modes (rejection vs acceptance, carelessness vs protection neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faulty role expectation vs realistic role expectation).
- अ To find out the relationship of self-confidence of school with fathering and its modes (rejection vs acceptance, carelessness vs protection neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faulty role expectation vs realistic role expectation).

Hypotheses of the Study

- Ho₁** There exists no significant relationship of self-confidence of school students with (i) parenting as a whole (ii) rejection vs acceptance (iii) carelessness vs protection (iv) neglect vs indulgence (v) utopian expectation vs realism (vi) lenient standard vs moralism (vii) freedom vs discipline (viii) faculty role expectation vs realistic role expectation; and (ix) marital conflict vs marital adjustment.
- Ho₂** There exists no significant relationship of self-confidence of school students with (i) mothering as a whole (ii) rejection vs acceptance (iii) carelessness vs protection (iv) neglect vs indulgence (v) utopian expectation vs realism (vi) lenient standard vs moralism (vii) freedom vs discipline: and (viii) faculty role expectation vs realistic role expectation.

Ho₃ There exists no significant relationship of self-confidence of school students with (i) fathering as a whole (ii) rejection vs acceptance (iii) carelessness vs protection (iv) neglect vs indulgence (v) utopian expectation vs realism (vi) lenient standard vs moralism (vii) freedom vs discipline; and (viii) faculty role expectation vs realistic role expectation.

Design of the Study

In the present study, descriptive survey method was used.

Sample

For the present study, 400 students studying in secondary schools of Faridabad district affiliated to CBSE board were randomly selected for data collection who have both the parents-mother and father.

Tools Used

अ **Self-Confidence Scale** developed by Gupta and Lakhani (2018)⁽¹¹⁾ was used to assess the level of self-confidence among secondary and senior secondary school students. The scale has 48 items under five dimensions (decisiveness, self-concept, self-control, inter-personal relations and parental support). The reliability of the scale was 0.840. Inter-correlations among different dimensions of the scale have indicated high construct validity of the scale which ranging from 0.264 to 0.439.

अ **Parenting Scale** developed by Bhardwaj, Sharma and Garg (2018)⁽⁷⁾ was used in the study. The scale includes the perceptions of children regarding fathering and mothering separately as well as parenting as a whole in form of 40 statements on different dichotomous modes of parenting. The reliability of the different modes of parenting determined by Test- retest method ranged from 0.54 to 0.79. The coefficient of correlation among different modes of the parenting scale range between 0.36 to 0.62, which shows scale has construct validity. As per manual, there are eight modes (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation and marital conflict vs marital adjustment). The eighth mode of parenting (marital conflict vs marital adjustment) has been studied separately only in parenting as a

whole. The same has not been studied separately in mothering and fathering as well.

Statistical Techniques Used

Product Moment Correlation (r) was used in the present study.

Analysis and Interpretation

The objective of the study was to find out the relationship of self-confidence of school students with parenting and its modes. For the purpose, the relationship of self-confidence of school students with parenting including mothering and fathering was studied.

Relationship of Self-Confidence of School Students with Parenting and its Modes

An attempt has been made to find out the relationship of self-confidence of school students with parenting and its modes (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation and marital conflict vs marital adjustment). The correlations of self-confidence of school students with parenting and its modes have been presented in table 1 and figure 1.

Table-1
Correlations of Self-Confidence of School Students with Parenting and its Modes

Parenting and its Modes		r- values
Parenting –as a whole		0.706**
1	Rejection vs Acceptance	0.640**
2	Carelessness vs Protection	0.577**
3	Neglect vs Indulgence	0.640**
4	Utopian Expectation vs Realism	0.537**
5	Lenient Standard vs Moralism	0.585**
6	Freedom vs Discipline	0.647**
7	Faculty Role Expectation vs Realistic Role Expectation	0.549**
8	Marital Conflict vs Marital Adjustment	0.637**

**** Significant at 0.01 level**

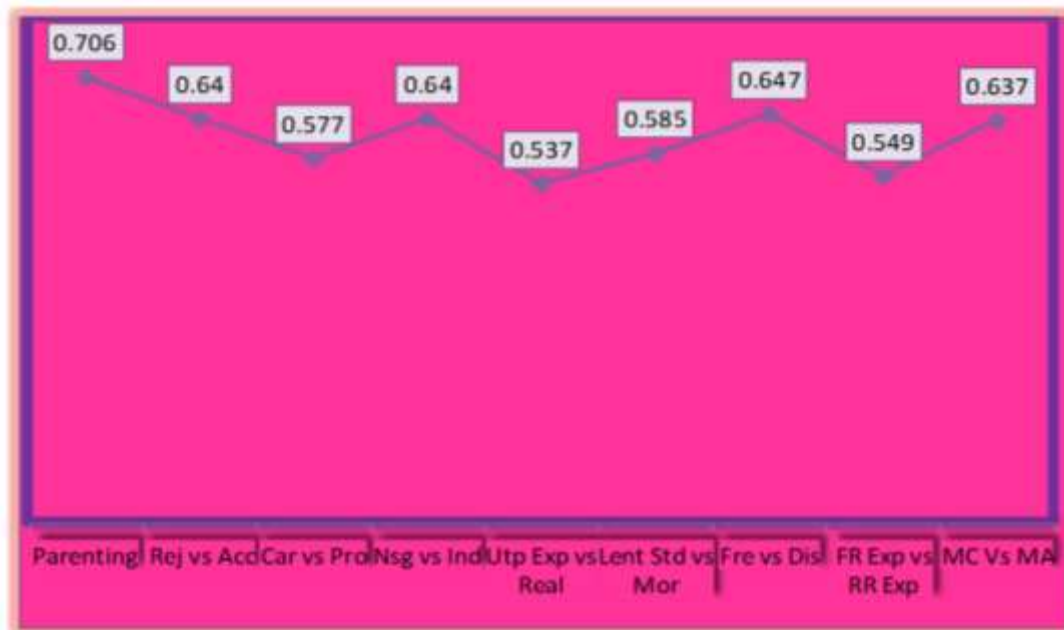


Fig: 1: Correlations of Self-Confidence of School Students with Parenting and its Modes

It is clear from the table 1 that the correlation (0.706) of self-confidence of school students with parenting as a whole is significant at 0.01 level. Therefore the null hypothesis $H_{01(i)}$ “There exists no significant relationship of Self-Confidence of school students with parenting as a whole” stands rejected. Therefore, it can be concluded that self-confidence of school students has positive and significant relationship with parenting as a whole. Table 1 also depicts that self-confidence of school students has also positive and significant relationship with modes of parenting (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation and marital conflict vs marital adjustment). Therefore the null hypotheses $H_{01(ii)}$, $H_{01(iii)}$, $H_{01(iv)}$, $H_{01(v)}$, $H_{01(vi)}$, $H_{01(vii)}$ & $H_{01(viii)}$ are rejected. Kuldeep (2009)⁽¹⁵⁾ also found the same result and concluded that parenting techniques are significantly correlated with self-confidence of school students. Usha and Lakshmi (2008)⁽²⁰⁾ also found significant relationship of parenting techniques and self-confidence of school students.

Relationship of Self-Confidence of School Students with Mothering and its Modes

In this section, an attempt has been made to find out the relationship of self-confidence of school students with mothering and its modes (rejection vs acceptance, carelessness vs protection, neglect against indulgence, utopian expectation vs

realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation).

Table-2
Correlations of Self-Confidence of School Students with Mothering and its Modes

Mothering and its Modes		r-values
Mothering –as a whole		0.577**
1	Rejection vs Acceptance	0.640**
2	Carelessness vs Protection	0.537**
3	Neglect vs Indulgence	0.647**
4	Utopian Expectation vs Realism	0.585**
5	Lenient Standard vs Moralism	0.640**
6	Freedom vs Discipline	0.637**
7	Faculty Role Expectation vs Realistic Role Expectation	0.706**

** Significant at 0.01 level

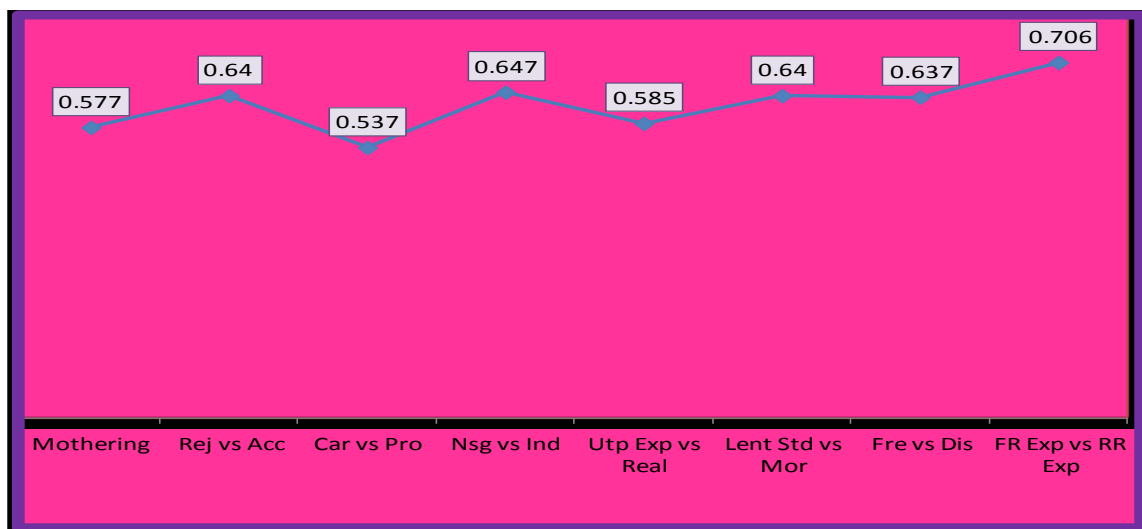


Fig: 2: Correlations of Self-Confidence of School Students with Mothering & its Modes

An examination of the table 2 shows that the correlation (0.706) of self- confidence of school students with mothering as a whole is significant at 0.01 level. Therefore the null hypothesis H_{02} (i) “There exists no significant relationship of self- confidence of school students with mothering as a whole” is rejected. Therefore, it can be concluded that of self- confidence of school students with mothering as a whole has positive and significant relationship. Table 2 further shows that of self- confidence of

school students has also positive and significant relationship with modes of mothering (rejection vs acceptance, carelessness vs protection, neglect vs. indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation). Therefore the null hypotheses H_{02} (ii), H_{02} (iii), H_{02} (iv), H_{02} (v), H_{02} (vi), H_{02} (vii) and H_{02} (viii) are not retained.

Relationship of Self-Confidence of School Students with Fathering and its Modes

In this section, relationship of self-confidence of school students with fathering and its modes (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation) has been found.

Table-3
Correlations of Self-Confidence of School Students with Fathering and its Modes

Fathering and its Modes		r-values
Fathering—as a whole		0.656**
1	Rejection vs Acceptance	0.637**
2	Carelessness vs Protection	0.534**
3	Neglect vs Indulgence	0.642**
4	Utopian Expectation vs Realism	0.584**
5	Lenient Standard vs Moralism	0.634**
6	Freedom vs Discipline	0.628**
7	Faculty Role Expectation vs Realistic Role Expectation	0.699**

** Significant at 0.01 level

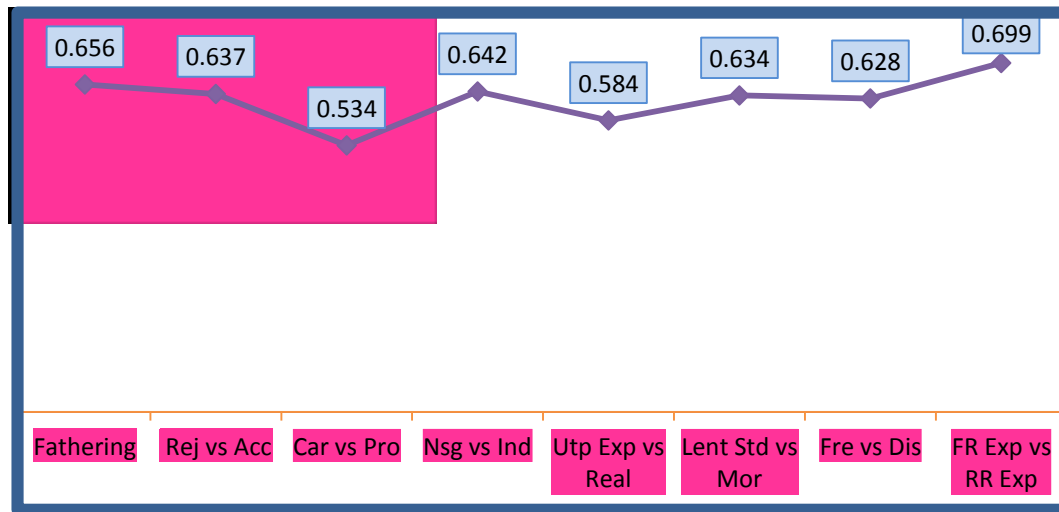


Fig: 3: Correlations of Self-Confidence of School Students with Fathering and its Modes

An examination of the table 3 shows that the correlation (0.656) of self-confidence of school students with fathering as a whole is significant at 0.01 level. Therefore null hypothesis $H_{03(i)}$ “There exists no significant relationship of self-confidence of school students with fathering as a whole and self-confidence” is rejected. Therefore, it can be concluded that of self-confidence of school students have also positive and significant relationship with fathering as a whole. Table 3 further shows that modes of fathering (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline and faculty role expectation vs realistic role expectation) have also positive and significant relationship with self-confidence. Therefore, the null hypotheses $H_{03(ii)}$, $H_{03(iii)}$, $H_{03(iv)}$, $H_{03(v)}$, $H_{03(vi)}$, $H_{03(vii)}$ and $H_{03(viii)}$ are rejected.

Conclusion

It was found that there was positive and significant relationship of self-confidence of school students with parenting including mothering and fathering. It may be due to the reason that self-confidence is related with child rearing practice of parents. When the parents love their child, the child identifies himself, initiate their behaviour and learn to make adjustment with his. Therefore, it is suggested that parents should express their affection and provide support to the child in everyday stress but this shouldn't go to the extremes of becoming over protective and refusing to see the faults of children. The behaviour of parents towards the child must make him feel comfortable and confirm in his mind that he is basically accepted and

approved a person. They should respect the individuality of children and at the same time set limits or standards for their behaviour and encourage them to work hard to achieve those standards. Hence, it is concluded that parenting work as stairs to reach the heights of self-confidence.

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