

SELF-CONFIDENCE AND STUDY HABITS OF  
HIGHER SECONDARY STUDENTS

Research  
Paper

ABSTRACT

The investigator intended to examine self-confidence and study habits of higher secondary students with reference to demographic variables. The descriptive method was used in the study. 100 higher secondary students of government and private schools of Rohtak District were selected using multistage random sampling. The Self-Confidence Inventory developed by Gupta and Lakhani (2018) and the Study Habits Inventory by Mukhopadhaya and Sansanwal (2011) were used for data collection. Major results included: i) The government and private school students differ with reference to their self-confidence ii) Male and female students have significant differences in the context of their study habits iii) Students of private schools have better study habits than their counterparts iv) Positive correlation between self-confidence and study habits of students was also reported. It is recommended that measures be taken to improve the self-confidence and study habits of the students and improve their performance in their studies.

**Key Words :** Self-confidence, study habits, higher secondary school students.

Introduction

Human life is filled with challenges, especially in today's competitive world. The self-confidence of an individual helps him to face the obstacles boldly and overcome them. It is closely related to a student's success in the education system. A self-confident child never gives up and consistently tries to achieve the desired goals. On the other hand, the less confident child may not be able to utilize his potential, which may lead to a lack of success. Self-confidence is a personal trait that helps an individual form a positive or actual image of oneself. Self-confidence is a major factor that helps children to become better performance. Students' study habits, learning styles, self-confidence, interests and abilities have been given less importance during the past few decades. The teachers should not only take care of individual differences among the students but should pay attention to their study habits. The schools should also make available the best resources and facilities to the students to cater to individual differences and provide individualized instruction. The present study by the investigator has been taken up with a view in mind that high self-confidence and good study habits help students achieve better in their academic career. The researcher decided to take up the present study based on these observations.

Hypotheses

- i. No significant difference exists in the self-confidence of male and female higher secondary school students.
- ii. No significant difference exists in the self-confidence of higher secondary students of government and private schools.
- iii. No significant difference exists in the study habits of male and female higher secondary students.
- iv. No significant difference exists in the study habits of higher secondary students of government and private schools.
- v. No significant relationship exists between self-confidence and study habits of higher secondary students.

Methodology

A descriptive survey was used for this investigation.

Sample

Using a multistage random sampling technique, the investigator selected four higher secondary schools from

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Rohtak District. Thus, 100 students (53 male and 47 female) randomly chosen from classes 11th and 12th were taken as the sample.

Tools used

- 1. Self-Confidence Inventory developed by Madhu Gupta and Bindiya Lakhani (2018)
- 2. Study Habits Inventory by Mukhopadhaya and Sansanwal (2011)

Statistical techniques used

Mean, standard deviation, ‘t’-test and Pearson's Correlation were calculated using SPSS-20 version.

Null Hypothesis 1

No significant difference exists in the self-confidence of male and female higher secondary school students.

Table 1

‘t’-value for mean scores of self-confidences of students with reference to their gender

| Gender | N  | Mean   | S.D.   | ‘t’-value |
|--------|----|--------|--------|-----------|
| Male   | 60 | 197.81 | 38.991 | 2.132*    |
| Female | 60 | 212.16 | 34.625 |           |

\*Significant at 0.05 level

‘t’-value 2.132 vide Table 1 for self-confidence of students with regard to gender is significant at 5% level. Therefore, Hypothesis 1 “No significant difference exists in self-confidence of male and female higher secondary school students” is not retained. On comparison of mean scores, male and female students have been found to differ significantly from each other. The higher value of mean scores of female students reveals that they possess more self-confidence than their male counterparts.

Null Hypothesis 2

No significant difference exists in the study habits of male and female higher secondary students.

Table 2

‘t’-value for self-confidence of students with reference to their type of schools

| Gender | N  | Mean   | S.D.   | ‘t’-value |
|--------|----|--------|--------|-----------|
| Male   | 60 | 206.26 | 36.684 | 3.302**   |
| Female | 60 | 228.04 | 35.228 |           |

\*Significant at 0.05 level

Table 2 indicates that the t-value for the self-confidence of higher secondary students of government and private schools is 2.049, which is significant. Therefore, Hypothesis 2, “No significant difference exists in self-confidence of higher secondary students of government and private schools”, is not retained. The comparison of mean scores revealed that private school students have more self-confidence than their counterparts.

Null Hypothesis 3

No significant difference exists in the study habits of male and female higher secondary students.

Table 3

‘t’-value for study habits of students with reference to their gender

| Gender | N  | Mean   | S.D.   | ‘t’-value |
|--------|----|--------|--------|-----------|
| Male   | 60 | 206.26 | 36.684 | 3.302**   |
| Female | 60 | 228.04 | 35.228 |           |

\*\*Significant at 0.01 level

The ‘t’ value in Table 3 for study habits of students is 3.302, which is significant at the 0.01 level. Hence, it is inferred that male and female students differ in terms of study habits. Therefore, Null Hypothesis 3, “No significant difference exists in study habits of male and female higher secondary school students”, is not retained. Higher scores of female students indicate that they possess better study habits than male students.

Null Hypothesis 4

No significant difference exists in the study habits of higher secondary students of government and private schools.

Table 4

‘t’-value for study habits of students with reference to their type of schools

| Type of Schools | N  | Mean   | S.D.  | ‘t’-value |
|-----------------|----|--------|-------|-----------|
| Government      | 60 | 202.07 | 34.4  | 5.321**   |
| Private         | 60 | 234.78 | 32.94 |           |

\*\*Significant at 0.01 level

From table 4, it is illustrated that the 't'-value for study habits of higher secondary students of government and private schools is 5.321, which is significant. The hypothesis 4, "No significant difference exists in study habits of higher secondary students of government and private schools", is not retained. The higher mean scores of private school students indicate that their study habits are better than their counterparts.

Null Hypothesis 5

No significant relationship exists between self-confidence and study habits of higher secondary students.

Table 5  
Relationship between self-confidence and study habits of secondary students

| Variables       | N   | Coefficient of correlation |
|-----------------|-----|----------------------------|
| Self-Confidence | 120 | 0.537**                    |
| Study Habits    | 120 |                            |

\*\*Significant at 0.01 level

The above table depicts that the coefficient of correlation between self-confidence and study habits is 0.537, which is significant. Therefore, Hypothesis 5, "There exists no significant relationship between self-confidence and study habits of higher secondary school students", is not retained. Thus, the relationship between self-confidence and the study habits of the students is positive.

Results

1. There are significant differences in the self-confidence of higher secondary students with reference to their gender. Females possessed more self-confidence than their male counterparts.
2. Differences were found in the self-confidence of students of government and private schools. Students of private schools possessed more self-confidence than their counterparts.
3. Male and female students differ in the context of study habits. Male students possessed poor study habits than their female counterparts.
4. Private school students possessed better study habits than government school students.
5. A significant correlation between the self-confidence and study habits of these students was reported.

Educational Implications

- i. Initiatives can be taken to prepare a profile of the students who lack self-confidence, and focus can be given to the development of their personality.
- ii. The factors causing low self-confidence can be studied, as lack of self-confidence significantly impacts study habits.
- iii. To improve the self-confidence and study habits of higher secondary students, parents and school authorities need to coordinate with each other.
- iv. Teachers should provide a congenial environment for nurturing self-confidence and study habits among them.
- v. By acting as a friend and guide, the teacher can help students build up healthy self-confidence and good study habits.

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