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## **RELATIONSHIP OF SELF-CONFIDENCE AND FAMILY CLIMATE OF SECONDARY SCHOOL STUDENTS**

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### **ABSTRACT**

The purpose of this study is to explore the relationship of self-confidence and family climate among Secondary School Students. This study comprised a sample of 200 secondary students of Amritsar district of Punjab state. Data was collected with the help of self development scale and family climate scale. There exists positive and significant relation between self-confidence and family climate of secondary school students.

**KEYWORDS:** Self- confidence, Family climate

### **INTRODUCTION**

Education is considered as the most powerful weapon of a society. Education is always instrumental in providing a better quality of life for human beings. Education has been regarded as a major means of imparting knowledge as well as skills to individuals and equally helps in the process of social transformation. Even as education is supposed to enhance the quality of life and provide more opportunities for individuals in society, conceptualizations of what constitutes a better life have changed over the ages. The dynamism in our society has given way to a more productive oriented social structure, which stands in stark contrast to a more spiritual set up in the past. It shows that education being an integral part of the social structure has also undergone severe changes in its curriculum, which speaks of education being the most crucial determinant of a so called 'developed' and 'industrialized' society.

Education is the process of developing the capacities and potentialities of individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Human beings are positive assets and precious natural resources, which needs to be cherished, nurtured and developed with care and dynamism. Education is an important factor that helps in bringing about various changes in human beings and also to the society. Education is meant to make one's life civilised, cultured and progressive in real sense. It helps a person to draw the best out of one's mind and spirit. It makes a person rational, innovative, constructive, right thinker, intelligent, independent and creator of new values. Imparts one with all the power of necessities in making a noticeable mark in any of the field. It is generally seen as the foundation of society which brings economic wealth, social prosperity and political stability.

### **FAMILY CLIMATE**

The word family has been taken from the Roman word, famulus" meaning a servant.

Whereas, the term climate means the conditions, forces and external stimuli that impinge upon the individual. These may be physical, social, as well as intellectual forces and conditions. The family climate usually refers to the climate, both physical and emotional, and the state of the family whether it is good, bad, dysfunctional, etc. Synonyms of family climate are home climate, familial support, home life, family life, family stability, family living, atmosphere of family, home condition, family climate, living space, personal space, home

setting, living conditions, family atmosphere, home atmosphere, family characteristics, family culture (Knapp, 1993).

Family being the first and major agency of socialization has great influence and bearing on the development of the child. The word "Climate" is a more comprehensive one. It includes within itself the word "Environment". The human elements surrounding the child constitute the "Environment". It embraces the social, physical and emotional activities of the family. All these combined together constitute the "Family Climate" (Shah (2006).

The family is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behaviour as he strives to satisfy his basic needs. The family is basically a unit in which parents and children live together. Its key position rests on its multiple functions in relation to overall development of its members, their protection and overall well-being. Therefore, it would emerge that not only the social and physical well-being of the individual is taken care of by the family, but the psychological wellbeing as well.

### **SELF CONFIDENCE**

Self-confidence is one aspect of personality that is very important in human life. People who believe confident in their own abilities and have. Realistic expectations, even when their expectations do not materialise, they still think positively and can accept it. There is no denying that to achieve an achievement in human life requires self-confidence, but the problem is that many people do not have self-confidence despite being academically clever. This is because self-confidence is not something that can grow and exist in person by itself. Self-confidence develops through. The interaction. Of individuals. With the environment. A conducive psychological and sociological environment will grow enhance one's self-confidence.

Self-confidence is the one trait that is much more important than many other abilities and traits. If an individual does not have self-confidence, what he does will never become fruitful at all. The fruits of what a person does without self-confidence are lost. Genuine self-confidence is the forerunner of achievement. Self-confidence integrates the powers of mind and body and focuses them towards the goal. Only such a concentrated energy can reach the goal. Self-confidence is the first step towards progress, development, achievement and success. Self-confidence comes from first-hand knowledge of the task at hand, knowing individual's strengths and weaknesses, applying his skills to any situation and adapting quickly as the situation unfolds. People who exude self-confidence know they have what it takes to master.

This development of self-confidence depends on the maturation of one's experience and knowledge. Thus to be someone with strong. Self-confidence requires a process and a supportive atmosphere. Self-confidence can also be formed by continuing learning, not afraid to err and apply the knowledge that has been learned. Shaggier states the self-confidence is a person's assumption about the competence and skills possessed and the ability to handle a variety of situations. Furthermore, Burns said that with enough self-confidence, an individual will be able to actualise his potential confidently and firmly. High self-confidence plays an important role in making a meaningful contribution in a person's life process, because if an individual believes he is able to do something, then there will be motivation in the individual to do things in his life. Individuals are motivated for a variety of different reasons, and with different intensities. For example, a student may have high learning motivation to face the final semester exam with the aim of getting a high score (extrinsic motivation), or learning motivation to face a particular subject an exam because he is interested in the subject

(intrinsic motivation). High motivation will be characterised by high self-esteem, so there is a feeling of being able to do it. When someone believes that he is able to do something, it will increase the effort to do something. Self-confidence is built from within individuals as well as from beliefs by comparing other people (classmates / contemporaries). People will have a higher chance of success when they set a high goal, but it is possible to achieve it). They certainly want it to be something they want. With this motivation means that they have set a goal to be achieved and try to make it happen soon. Researchers states that individuals who have high Achievement motivation will have a sense of responsibility and high self-esteem , are more resilient, more active in carrying out a task, have a desire for their duties well. Therefore this confidence and motivation is very much needed to support the development of maximum potential.

## **STATEMENT OF THE PROBLEM**

### **RELATIONSHIP OF SELF-CONFIDENCE AND FAMILY CLIMATE OF SECONDARY SCHOOL STUDENTS**

## **OBJECTIVES OF THE STUDY**

To find out relationship between self-confidence and family climate of secondary school students

## **HYPOTHESIS OF THE STUDY**

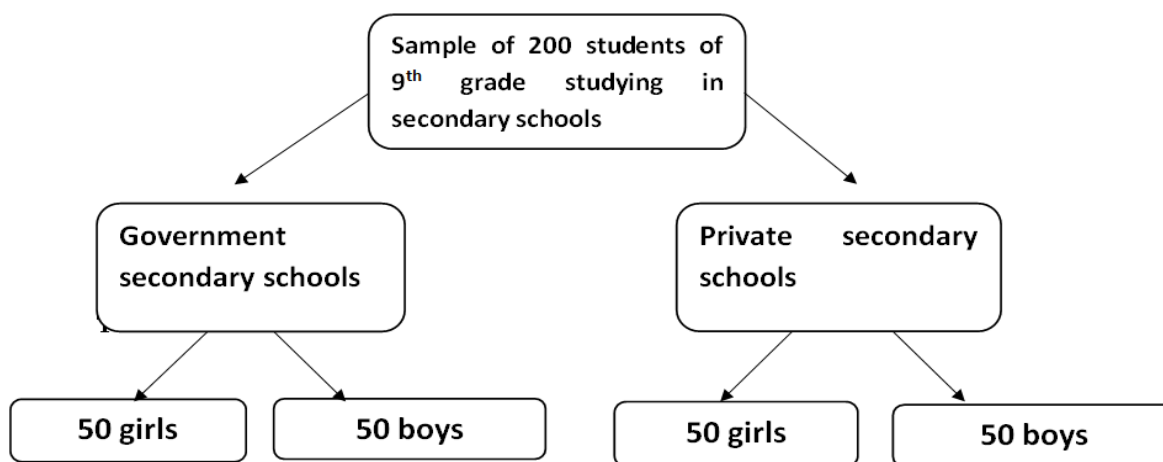
There exists no significant relationship between self-confidence and family climate of secondary school students

## **DESIGN OF THE STUDY**

The present study will be designed to study self confidence among adolescents in relation to parental encouragement and school climate of Amritsar district. For this purpose 'survey' method will be selected as the method of research.

## **SAMPLE OF THE STUDY**

In the present study the random sampling technique will be employed. The criteria for randomisation in sample will be when every individual in the population has the same chance of being chosen for the sample and when selection of one individual has no influence on the choice of another. The sample of the present study will be drawn from government and private secondary schools of Amritsar district. A sample of 200 students of IX grade studying in secondary schools will constitute as the sample for the present study.



### THE TOOLS USED FOR THIS PURPOSE WILL BE AS UNDER

1. Agnihotri's Self-Confidence Inventory (ASCI, 2002)
2. Family climate scale by (Beena Shah; 2006)

### HYPOTHESIS

**“There exists no significant relationship between self-confidence and family climate of secondary school students**

In order to test this hypothesis, coefficient of correlation of self-confidence and family environment of senior secondary school students was calculated. The scores of coefficients of correlation of self-confidence and family environment of senior secondary school students have been shown in the table (4.1).

**Table 4.1**

**Coefficient of correlation of Family Climate and Self-Confidence of secondary school students**

VARIABLE	N	CORRELATION
FAMILY CLIMATE	200	0.51
SELF - CONFIDENCE	200	

The table 4.1 reveals the coefficient of correlation ‘r’ between family climate and self - confidence among secondary school students comes out to be 0.51. It shows **positive correlation**.

From careful analysis of the result shown in table 4.1 as well as statistical computation of ‘r’ value comes to this conclusion that hypothesis 5 which states “There exists no significant relationship between self-confidence and family environment of senior secondary school students” is rejected. Thus, the result reveals that there is positive correlation between self-confidence and family climate of secondary school students.

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