

## Research Papers



### "A Comparative study of Psycho-social Climate and self-confidence among Students of Professional and Non-Professional Courses"

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#### Abstract

*The present study aims to compare the status of perceived home environment and self-confidence among professional and non-professional courses with gender difference. The sample consist 100 subjects 50 from professional course and 50 from non-professional course. For the data collection Home environment scale and self-confidence inventory was used. Two way ANOVA was used for determine the difference of dependant variable and also calculated mean score for actual differences. The result shows that students from professional course have better perceived the home environment than the non-professional course. But there is no gender difference of perception of home environment. The second dependant variable self-confidence was found in professional group but not high level, and also not gender difference of self-confidence.*

**Key words:** Psycho-social climate and Self-confidence.

#### 5 Introduction:

Home environment is an important considerable factor and the primary institution for the child that plays very notable role in shaping child's behavior and personality. The two essential dimensions of home – psychological approach and parents' vocational level are considered very important for academic achievement. Sociologists have also concluded that home is that social unit in which a child learns to adjust according to social norms and accepts different social roles. Thus the home environment is the powerful stimulus.

The home is the oldest human group and the basic one, while the particular form of home structure may and does vary from society to society. The essential foci of home activities everywhere are child bearing and the initial induction of the child into the culture of a given society. Home is the system of relationship existing between parents and children. At all stages of educational history, the home is the best place and the chief agency in the education of the young and also the first school of the child. The major responsibility for the children's growth remains with the parents, who are the ideal teachers and the informal education given by home is most effective and natural.

For many athletes, an explanation of the concept of self-confidence is hardly necessary as they know intuitively what it is. Indeed, self-confidence is so palpable in some athletes you can almost reach out and touch it. Their confidence is reflected in everything they say and do, in what they wear and how they look.

Self-confidence is commonly defined as the sureness of feeling that you are equal to the task at hand. This sureness is characterized by absolute belief in ability. You may well know someone whose self-belief has this unshakeable quality, whose ego resists even the biggest setbacks. In such people, confidence is as resilient as a squash ball: the harder the blow, the quicker they bounce back.

Nonetheless, although confidence is a desirable characteristic, arrogance - or a sureness of feeling not well founded in one's ability - is undesirable. If self-confidence is perhaps the 'guardian angel of sports performers' then arrogance is their nemesis.

Confidence is related to personality and those who exude self-confidence across a range of contexts, say at work, socially and in their sport, are said to be high in trait confidence. However, confidence can also be very specific - to a particular situation or with reference to a set of circumstances - in which case it is known as state confidence or self-efficacy. For example, a professional football player may give off vibes suggesting they are high in trait confidence; however, when they are faced with the prospect of saving their team in a penalty shoot-out at a major championship, their state confidence can plummet and this has the potential to wreak havoc on their performance. This is precisely what happened to David Beckham when England faced Portugal in the quarter finals of the European Football Championships in June 2004. In the throws of a nail-biting penalty shoot-out, he lost focus and hoofed the ball over the crossbar.

§ **Aim of the study:**

The aim of the present study was determine the Status of home environment and self-confidence among Professional and Non-professional college students.

§ **Objectives of the study:**

1. To investigate the difference of Perception of home environment among professional and non-professional college students.
2. To find out the gender wise difference of perception of home environment.
3. To compare the level of self-confidence students of professional and non-professional course.
4. To investigate the status of self-confidence by male and female.

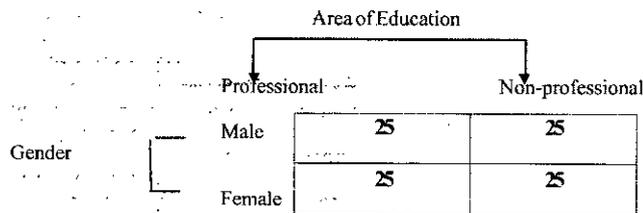
**Hypothesis:**

1. Professional college students will better perception of home environment than non-professional college students.
2. Female students will have better perception of home environment than male students of both groups.
3. The students from professional course will have better self-confidence than the non-professional course.
4. Female students will have better perception of self-confidence than male students of both groups.

§ **Method:**

§ **Sample:**

The sample consists of 100 graduate male and female students from Professional and non-professional education urban residential area.



The subject selected in this sample in the age group of 18 years to 22 years who are graduates level of different faculties from Jalna District. Most of the subjects belong to middle class family having urban area with nuclear family background.

**Tools used for data collection:**

**I. Home Environment Inventory (HEI):**

To measure the second dependent variable i.e. Perceived home environment the Standardized Home Environment Inventory (HEI) was used. HEI contains 100 items related to ten dimensions of home environment. Each dimension has ten item belonging to it. The instrument requires pupils to tell

the Frequency with which a particular parent child interaction behaviour has been observed by them in their homes, i.e. he/she requested to tell whether a particular parental behaviour (as mentioned in an item) Occurs – 'Mostly', 'Often', 'Sometime', 'Lest', and 'Never'.

**II. Self-confidence Inventory (By Dr. Agnihotri):** The ASCI has been designed in Hindi to assess the level of Self-confidence among adolescents and adults. The abbreviated name has been used so that the respondents may not decipher the real purpose of the test and fake good.

§ **Design:**

A factorial design was used, since there were tow independent variable 2×2 factorial design was employed. In each cell frequency was kept equal. Each of the independent variable was varied at two levels.

§ **Result and Discussion:**

A brief Account of the results obtained in this work, along with the employed statistical techniques is presented in this section. The GroupWise descriptive statistics for the two variables Home environment and self-confidence are presented in following tables Reference to this table has been made while presenting the results derived from inferential statistic and evaluating the hypothesis.

Table No.1.1 Variable – Home Environment.

Group	Mean	SD
Professional College Students	237.66	28.53
Non-Prof.: College Students	206.12	34.16
Female	223.40	39.71
Male	220.89	35.10

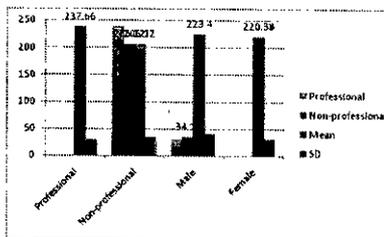


Table No. 1.2 : Home Environment (Profe. Studt. and Non-Prof. Studt.)

Source	Type III Sum of Squares	df	Mean Square	F
Type of Stud.	24869.290	1	24869.290	25.757*
Sex	228.010	1	228.010	.236
Type of Stud * Sex	4186.090	1	4186.090	4.336**
Error	92690.400	96	965.525	
Total	5045491.000	100		

\*Significant at 0.01 level      \*\* Significant at 0.05 level

**Hypothesis:** The students from professional course will have better perception of home environment than the non-professional course.

The results of present study (Table 1.1) show that the mean score of Perceived Home environment for Professional and Non-professional college students are 237.66 and 206.12 respectively. The difference between these two means is almost high. The 'F' value also (Table 1.2.) F = 25.75 is insignificant. Thus, result support the hypothesis.

**Hypothesis:**

Female students will have better perception of home environment than male students of both

groups.

The result in the present study (Table 1.1) shows that the mean score of perceived home environment for girls and boys are 223.40 and 220.89 respectively. The difference between these two means is not high. The F value (Table 1.2) (F = 0.236) is not significant. Thus, result does not supports the hypothesis stating that, "Female students will have better perception of home environment than male students of both groups"

Table No.1.3 Variable – Self-confidence

Group	Mean	SD
Professional college students	28.90	5.75
Non-professional college students	30.86	4.98
Female	30.64	5.20
Male	29.12	5.62

Table No. 1.4: Self-confidence  
(Professional and Non-Professional College, Students)

Source	Type III Sum of Squares	df	Mean Square	F
Type of Students	635.040	1	635.040	10.717
Sex	64.000	1	64.000	1.080
Type of sdt * Sex	121.000	1	121.000	2.042
Error	5688.320	96	59.253	
Total	52390.000	100		

\*Significant at 0.01 level

\*\* Significant at 0.05 level

**Hypothesis:** Professional college students will better Self-confidence than non-professional college students.

The results of present study (Table 1.3.) show that the mean score of Self-confidence for professional and non-professional College students are 28.90 and 30.86 respectively, the difference between these two means is very high on self-confidence. The 'F' value found that professional college students score high on self-confidence (Table 1.4.) (F = 10.71) is significant. Thus, result supports the hypothesis.

**Hypothesis:**

Male students will have better self-confidence than female students of both groups.

The results of the present study (Table 1.3.) show that the mean scores of achievement Motivation for girls and boys of groups are 30.64 and 29.12 respectively. The difference between these two means is not high. The F value (Table 1.4.) (F = 1.80) is not significant. The results not support hypothesis stating that "Male students will have better achievement motivation than female students of both groups"

Family environment, parent child relationship, type of education and area of residence are mainly responsible for the development of self confidence. Generally, in Indian families parental

control is more on girl's behavior. Females are not permitted - encouraged to participate in more social interactions. Hence, the level of achievement motivation might be low in girls as compared to boys.

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