A Gender Study among School Going Teenagers with Respect To A Psychological factor.

Mrs.Manisha vijay vargiya

Assistant Professor Dept. of Education Guru Ghasidas University, Bilaspur.

Abstract: *The present study investigates a study of biological gender difference between male and femalewith respect to a single Psychologicaltrait i.e., self-confidence among the school going teenagers.This studyis conducted with anobjective to see that whether the trait i.e. self –confidence isonly biologicalor have environmental effect on it. With a view to study on this topic, investigator selected 200 students of class 10th; 100 from C.B.S.E board schools& 100 from C.G board schools .which againgot divided into two parts; 50 girls and 50 boys from per group of secondary board schools (C.B.S.E&C.G board) in India. Random sampling technique was used for collection of Data, under Probability sampling.The tool which was used was (ASCI)Agnihotry's Self-Confidence Inventory which was made byDr.Rekha Agnihotry. For analysis and interpretation of data the investigator usedMean, S.D and t-test. The interpretation of data showed higher self-confidence among the students of C.B.S.E Board than the students of C.G board as well as gender difference was found significant.*

Key words-*Gender Studies-In this research Gender study refers to the study of male and female traits of people in society.*

Psychological factor *-The Psychological factor refers to a single Psychological traiti.e., self-confidence relates to self-assuredness, is one's personal judgment, ability, power etc.*

C.B.S.E Board*- The central Board of Secondary Education (abbreviated as C.B.S.E) is a Board of Education for public and private schools, under the union Govt.of India.*

C.G Board*-Chhattisgarh Board of Secondary Education (C.G. Board) is the Education Board of Chhattisgarh State of India.*

I.   Introduction

Gender's studies are afield for interdisciplinary study devoted to gender identity and gendered representation as central categories of analysis. This field includes women's studies, men's, gender,queer studies and others.

Regarding Gender, Simone de Beauvoirsaid: One is not born a women, one becomes one. This view proposed that in gender studies the term gender should be used to refer to the social &cultural constructions of masculinities and feminities are not to the state of being male & female in it'sentirely. However this view is not held by all gender theories.

Gender is pertinent to many disciplines such as Psychology with many others .However these disciplines sometimes differ in their approaches to how and why gender is studied .In Psychology gender is often studied as a practice.

The formation of gender is controversial in many scientific fields including Psychology. Specially researches and theorists take different perspective or how much of gender is due to biological, neurochemical and evolutionary factors (nature) or is the result of culture and socialization (nurture).The subfields of Psychology note specific differences in the issue on the nature versus nurture debate.

In an article recently published in the online journal PLoS ONE, Italian Cognitive Psychologist Marco Del Giualice and his collaborators compared the personality traits of men and women in a sample of over 10,000 people and found huge differences. Women scored much higher than in men in sensitivity, warmth and apprehension while men scored higher than women in emotional stability, Dominance Rule-consciousness and vigilance. When many personality traits were considered simultaneously, there was only 10% overlap between the distributions of these traits in men and women.

Prof.Margarita Mayo (IE Business School) andNatalieKareldia (INSEAD) studies gender differences in self-confidence appearance .The result show that in male and women appear self-confident in the eyes of their supervisors. However it was also found that the Psychological trait i.e. self –confidence appearance is not equally rewarded for men & women.

The personality pattern either of male or female, is a unified multidimensional structure in which the concept of self is the core or Centre of gravity (Breckenridge & Vincent, 1965).Into this structure are integrated many patterns of response tendencies, known as 'traits 'which are closely related to and influenced by the concept of self.

Self-Confidenceis one such personality trait. The self is a composite of a person 's thoughts and feelings ,strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth. Self-confidence is a positive attitude of oneself towards one's self-concept. It is an attribute of perceived self. Self-Confidence refers to a person's perceived ability one's self-concept. It is an attribute of perceived self. Self-confidence refers to an individual's perceived ability totackle situations successfully without leaning on others and to have a positive self-evaluation. In the words of Basavanna (1975), in general terms, self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right". A self-confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful,satisfied,decisive,optimistic,independent,self-reliant,self-reliant,self-assured,forward-moving,fairly assertive and having leadership qualities.

Self-confidence is a trait, which is a power to know one's own capability. Ability to admit about what I am and what I can. It is a positive attitude towards himself, which makes him able to evaluate himself positively, towards his ability, power etc.A self- confident person act effectively in a situation to overcome obstacles and to get things goes all right. A self-confident person perceives himself to be socially competent, emotionallymature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward-moving, and fairly assertive and having leadership qualities.

Due to which high-performing men directly enabled their influence inthe organization .This was only true for high performing women who also had a prosocially orientation.

Psychological trait, i.e. Self-Confidence with its biological aspect is such trait which is seem to be contextual and enhanced or reduced due to the environmental factors. As a matter of environment, inIndia, it is seen a lot of differences in the environmental factors of the schools in possession of different Secondary Boards. There are 34 secondary Boards in which C.B.S.E and C.G Boards are working in Central and State level consequently in India .The schools under C.B.S.E Board are evolved, scattered in whole of the country with establishment of 50 years(1962),whereas C.G Board schools are with the establishment of 16 years in a single state named Chhattisgarh in India. With a view to see the environmental effect researcher choose the two different atmospheres occurred in two groups of schools under two different boards i.e. C.B.S.E and C.G boards

Central board schools are seem to be more effective in infrastructure, advance incurriculum and more financed from central body of Govt. whereas the state board schools seem less effective in many dimensions and with less financed from State Govt.Watching these two different atmospheres in two groups of schools, under two different boards; C.B.S.E and C.G, curiosity peeps in this direction.

Question arises-
(1)Is self-confidence as Psychological trait differ according to the Gender biologically or (ii) Environmental influence make self-confidence as contextual?
.

Need for Study-
The self-confidence as Psychological trait is found to be contextual trait as well as researches revealed, biological effect and aspects with respect to gender. Research with a curiosity to find out gender differences regarding this particular trait as well as since the atmosphere in both the groups of schools under two different boards was the different aspect for study which raised the curiosity to find out their environmental effect on this Psychological trait i.e. self-confidence. As well as investigator did not find any study of self-confidence, affected by school environment. So the curiosity in the investigator moved for this study.

II. Review Of Related Literature
Nurmi Anu (2001) found the high level of confidence in boys rather than the girls whereas, PittsburgFreshman, found high self-confidence among girls in communication fields rather than boys. In the same way Sinha R.P (1964), Choudhury& Sinha (1959) found that in spite of same caste Rural & Urban areas affect the Intelligence and self-confidence. Vogt, Christina. Found girls self-confidence to be effected by the classroom environment. Whereas Antonio, Antony Lising, found in his studies that in spite of being more skilled students than others, boys' self-confidence was found higher than the girls.

III. Objective
1. To study the gender difference in the school going teenagers with respect to the school boards and self-confidence.
2.To study the difference in the teenager boy students with respect to the C.B.S.E board schools and self-confidence.

3. To study the gender difference in the teenager Girl students with respect to the C.Gboard schools and self-confidence.
4. To study the difference in female students with respect to both the two board schools; C.B.S.E, C.G & self-confidence.
5. To study the difference in male students with respect to the board schools; C.B.S.E, C.G and self-confidence.

Hypothesis-

HO1- There will be no significant difference in Gender of the school teenagers with respect to the school boards and self –confidence.

Ho2- There will be no significant difference in the teenager boy students with respect to C.B.S.E board schools and self-confidence.

Ho3- There will be no significant difference in teenager Girl students with respect to C.G board schools and self-confidence.

Ho4-There will be no significant difference in female students with respect to boththe two board schools; C.B.S.E and C.G & self-confidence.

Ho5-There will be no significant difference in male students with respect to the boardschools and self-confidence.

Delimitations-

This research is based on a non-experimental survey research .Its limitations are as follows-
* .This research includes onlymale and female teenagers for this gender study.
* This research is based on the measurement of self-confidence only as a Psychological trait.
* This research is limited to the school going teenagers studying in class 10th only.
* This research is limited to the schools situated in Bilaspur city of Chhattisgarh state in India only.

Research Method-Descriptive Survey Method.

Population-

In this present study, Researcher has selected all the students of the higher secondary Schools in Bilaspur city as a total population. In the Bilaspur city of Chhattisgarh, 8 Government higher secondary schools and 51 non-government higher secondary schools are established. So the total population for this study is 8 government schools within which 6 schools are run by C.G board and 2 schools are affiliated with C.B.S.E board within government schools.

The private schools consist 51 schools affiliated to C.B.S.E board.

Sample-

Using fishbowl method, under Probability sampling first of all 6 schools of C.G board affiliated and 5 schools from C.B.S.E board affiliated were taken from the total number of schools so that the total number of samplesize, i.e.200:100 from C.B.S.E and 100 from C.G board, sub-dividing into 50 girls and 50 boys from both the two groups of schools under two particular Boards. Then again from the selected 11 schools ;10 boys &10 girls from each school (As the name of the two schools selected through fish bowl, within which 1 was girl's school and 1 more was only for boys)were selected. So with a view to select the justified number of sample from the population, sampledistribution can be shown as follows-

Table -01

Sr.no	School	Board	No of students Boys	No of students Girls	Total
1.	Kendriya Vidyalaya,Bilaspur	CBSE (Govt)	10	10	20
2.	Bharat Mata Higher secondary School, Bilaspur	CG (Govt)	10	10	20
3.	Devaki Nandan Higher Secondary School, Bilsp.	C.G (Govt)	No boys	10	10
4.	Saint. Francis Higher Secondary School, Bilaspur.	C.B.S.E (Private)	10	10	20

5.	Vincent Paloti Higher Secondary School, Bilaspur.	C.B.S.E (Private)	10	10	20
6.	Lala lajpat Rai,higher secondary School,Blsp.	C.G (Govt)	10	No Girls	10
7.	South East Middle Railway	C.B.S.E (Private)	10	10	20
8.	St.Xaviour Higher secondary school	C.B.S.E (Private)	10	10	20
9.	St.Burges Higher secondary school	C.B.S.E (Private)	10	10	20
10.	Ucchatar Madhyamik shala.Taarbahar, Blsp	C.G (Govt)	10	10	20
11.	Sara Swati Shishu Mandir Higher secondary school, Bilaspur.	C.G (Govt)	10	10	20
	Total		100	100	200

Strategy for Data Collection-
For measuring self-confidence, Agnihotri's Self-Confidence Inventory (ASCI) got administered, in groups as well as personally many a times. This inventory consists 56 items, which   was administered according to the following instructions-
Instructions-
After establishing nice coordination with thechildren, researcher gave the following instructions-
This inventory consist 56 items for which answer should be in Yes or No. whatever answer comes in your mind after reading this question just mark cross(x) in front of the question. There is no time bar but try your best to complete within 20 minutes.

Description of the Tool used-
Agnihotri's Self-Confidence Inventory(ASCI) made by Dr.Rekha Agnihotri was used for this research purpose. This inventory has 56 items in which 49 negative and 12 positive items were included. Its validity was seen with respect to the vaaswaan (1975) self-confidence Inventory, which was found .82 on .01 significance level. Reliability with the use of test retest method was found .78 and Index of Reliability was found .88.
Scoring-
A score of one is awarded for a response indicative of lack of Self-Confidence,i.e for making cross (x) to 'wrong' response to item no.2,7,23,31,40,41,43,44,45,53,54,55 and for making cross(x) to right response to the rest of the items.Hence,the lower the score, the higher would be the level of Self-Confidence and vice-versa.

Interpretation of Data-

Table -02

HO1-   There will be no significant difference in Gender with respect to the school board and self –confidence.

Sr.No	Comparative Groups	N	Mean	S.D	df	t-value	Significance
1	Male and female teenagers in C.B.S.E board affiliated schools	100	33.3	0.78	98	8.1	P<.01
2	Male and female teenagers in C.G board affiliated schools	100	31.6	2.1			
	Total-	200					

Interpretation-
Table no-02, above makes it clear that the Mean scores obtained by the C.B.S.E teenage students is 33.3 and S.D is 0.78 whereas the Mean scores obtained by the C.G teenage students is 31.6 and S.D is 2.1.The t-value was scored 8.1 for which the df value was found 98 and t-table value was found 1.98 at .05 level and 2.63 at .01 level.
Thus obtained score from the above table makes it clear that result was found significant and the null hypothesis was rejected andthe difference in Gender with respect to the school board and self –confidence was found significant.

Table -03

Ho2- There will be no significant difference in gender of the students with respect to C.B.S.E board and self-confidence.

Sr.no	Comparative Groups	N	Mean	S.D	df	t-value	Significance
1	Male students in C.B.S.E Board	50	35.4	3.88	98	10.9	P>0.01
2	Female students in C.B.S.E Board	50	24.5	8.94			
	Total	100					

Interpretation-

Table no-03, above makes it clear that the Mean scores obtained by the C.B.S.E teenageboys is 35.4 and S.D is 3.88 whereas the Mean scores obtained by the C.B.S.E teenage school girls are 24.5 and S.D is 8.94 .The t-value was scored 10.9 for which the df value was found 98 and the table value was found 1.98 at .05 level and 2.63 at .01 level.

Thus obtained score from the above table makes it clear thatthe null hypothesis was rejected andthe differencein gender of the students with respect to C.B.S.E board and self-confidence is found significant.

.

Table -04

Ho3- There will be no significant difference in gender of the students with respect to C.G board and self-confidence.

Sr.No	Comparative Groups	N	Mean	S.D	df	t-value	Significance
1	Male students in C.G Board	50	32.4	1.86	98	6.66	P>0.01
2	Female students in C.G Board	50	31.6	1.74			
	Total	100					

Interpretation-

Table no-04, above makes it clear that the Mean scores obtained by the C.G boy students is 32.4 and S.D is 1.86 whereas the Mean scores obtained by the C.G teenage students is 31.6 and S.D is 1.74 .The t-value was scored 6.66 for which the df value was found 98 and t-table value was found 1.98 at .05 level and 2.63 at .01 level. Thus obtained score from the above table makes it clear that result was found significant and the null hypothesis was rejected andthe difference in Gender with respect to the school board and self –confidence was found significant.

Table -05

Ho4-There will be no significant difference in female students with respect to both the two board schools; C.B.S.E and C.G & self-confidence.

Sr.No	Comparative Groups	N	Mean	S.D	df	t-value	Significance
1	Female students in C.B.S.E Board	50	24.5	8.94	98	4.30	P>0.01
2	Female students in C.G Board	50	31.6	3.88			
	Total	100					

Interpretation-

Table no-05, above makes it clear that the Mean scores obtained by the C.B.S.E girl students is 24.5 and S.D is 8.94 whereas the Mean scores obtained by the C.G teenage students is 31.6 and S.D is 3.88 .The t-value was scored 4.30 for which the df value was found 98 and t-table value was found 1.98 at .05 level and 2.63 at .01 level. Thus obtained score from the above

table makes it clear that result was found significant and the null hypothesis is rejected. Now it can be said the difference in female students with respect to both the two board schools; C.B.S.E and C.G & self-confidence is found significant.

Table -06

Ho5-There will be no significant difference in male students with respect to the board schools and self-confidence.

Sr.No	Comparative Groups	N	Mean	S.D	df	t-value	Significance
1	Male students in C.B.S.E Board	50	35.4	3.88	98	4.30	P>0.01
2	Male students in C.G Board	50	32.4	1.86			
	Total	100					

Interpretation-

Table no-06, above makes it clear that the Mean scores obtained by the C.G boy students is 35.4 and S.D is 3.88 whereas the Mean scores obtained by the C.G teenage students is 32.4 and S.D is1.86 .The t-value was scored 4.30 for which the df value was found 98 and t-table value was found 1.98 at .05 level and 2.63 at .01 level. Thus obtained score from the above table makes it clear that result was found significant and the null hypothesis is rejected. Now it can be said the difference in Male students with respect to both the two board schools; C.B.S.E and C.G & self-confidence is found significant.

Result-

The result of the study reveals that gender difference is found in the field of self-confidence as well as environmental effect is also found as a major factor in increasing or decreasing the level of self-confidence.

Major findings-
1) The girls and boy students of C.B.S.E board were found more self-confident than the students of C.G board.
2) Gender difference was found with respect to self-confidence .The self-confidence in boys was found higher than that of girls.
3) Self-confidence in C.G girls is found higher than the C.B.S.E girls, which proves that for Psychological factor schoolenvironment alsoplays major role.
4) Boys of C.Gboard are found lower in self-confidence than the C.B.S.E boys.
5) The students of C.G board were found lower in self-confidence than the C.B.S.E board students.

Conclusion-

It wasfound significantdifference in the self-confidence of the teenagestudents with respect to the gender and theschool atmosphere. The levelof the self-confidence is found higher in C.B.S.E board .As well as gender difference was found with respect to self-confidence .was found higher than that of girls.

References
[1]. Agnihotri, R. (1985) Effects of sub-culture affiliation and sex on self-confidence. The Inter-national Seminar on Cross Culture Perspectives on Problems of National Relevance, Aligarh Muslim University.
[2]. Agnihotri,R. (1985).Self-Confidence as a function of perceived maternal child rearing behavior.Praachi Journal of Psycho-Cultural Dimension,vol.1.No.2 p.30-33.
[3]. Bozick, R&Dalton, B. (2013).Balancing Career and technical Education with Academic Coursework .The Consequences of Mathematics Achievement in High School. Journals .vol:35 Issues: 2, Pp-123-138 sagepub.com/doi/abs/103102/0162373712453870.
[4]. Basavanna, M. (1975) Manual for the Self-Confidence Inventory, Rupa Psychological Centre.
[5]. Breckenridge, E.M.&Vincent E.L. (1965) Child Development, Philadelphia, Saunders.
[6]. Gender Psychology. (n.d.).Retrieved June 2, 2017 from en.wikipedia.org/wiki/Gender_ studies.
[7]. Gender studies. (n.d.). Retrieved June 3, 2017 from en.wikipedia.org/wiki/Gender studies.
[8]. Kapil.H.K. Anusandhan? Vidhiyan.H.P.''Bhargav" Book House, Agra, Pp.66-69.
[9]. Motivational factors. (n.d.)Retrieved on Jan14, 2014 from www.nae.edu/EEESMotivationalfactorsforwomeningEngineering.aspx.
[10]. Maestripieri, D.(14Jan,2012).Gender differences in personality are larger than previously thought. Retrieved from elcgantbrain.com/edu4/classes/readings/despository/gender/gend_differ_personality.pdf.
[11]. Sinha, RRP. (1964), Chaudhari&Sinha (1959).Mental Health and Adjustment, vol-1, 1983-88, pg.324.
[12]. Sharma, R.A. (2006) Shiksha Anusandhan Avam Sankhikriya, Vinod Pustak Mandir, Agra-Pg.409.
[13]. Sharma.(2008).A study of teaching Effectiveness of computer trained and untrained,B.Edtrainees,Researchreport,Pp-27-31.
[14]. Singh, R. P.,&Sharma, O.P. (2005): Shaikshik Anusandhan Aram Sankhikriya, Vinod Pustak Mandir, Agra-Pg. 409.
[15]. UCLA.(2017).Gender Studies. Retrieved from www.genderstudies.ucla.edu/about.
[16]. Vogt. C, M., Dennis, Hagedom, H., Linda, S. (2007).A Social Cognitive Construct Validation: DeterminingWomen's and Men's success in Engineering Programmes.Retrieved from https://eric.ed.gov/?q=vogt%2Christina.
[17]. Vijayvargiya, M. (2014).A Comparative study of self-confidence among the class tenth students in Blaspur city.*Shodh Pratibha* , vol-1.No-128-131.