

SELF-CONFIDENCE IN YOUNG ADULTS: THE INFLUENCE OF GENDER AND FAMILY ECONOMIC BACKGROUND

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ABSTRACT

Confidence is the key in developing and shaping one's personality. Trusting one's abilities, improving every second, and constantly striving for success, makes a person confident to accomplish his goals and fulfill his desires. A person confident enough to make his own decisions and trust his own judgments can achieve his dreams in life. This paper examines the effect of two variables, namely gender and family economic background on the self-confidence of young adults, to find out whether these variables influence an individual's self-confidence in any way. To investigate this, primary data was collected by administering the self-confidence inventory developed and standardized by Dr. Rekha Gupta on the sample of 140 college students drawn from randomly selected colleges of Haldwani city. A non-probability sampling technique was used to collect the data from the selected sample. Equal distribution of males and females was ensured for better representation of the results. For statistical analysis and data interpretation, Mean, S.D. and t-test were applied. Results revealed that there is a significant difference in the self-confidence levels among boys and girls where boys showed higher self-confidence than girls, concluding that gender does influence a person's self-confidence. The results of the paper also showed a significant difference in self-confidence among young adults belonging to low and high family economic backgrounds, where young adults belonging to high family economic background showed higher self-confidence than young adults belonging to low family economic background, concluding that economic background does influence a person's self-confidence.

Keywords: self-confidence, gender, family economic background

INTRODUCTION

Self-confidence is a crucial psychological resource. It enables individuals to face challenges, set life goals, have personal milestones, and pursue success in academic domains. Self-confidence can be viewed as a feeling of trust in one's abilities, positive self-esteem, and dealing with difficult situations wisely and efficiently without leaning on others. In difficult situations, a self-confident person handles problems effectively and makes decisions trusting their judgment. Self-confidence is linked to high motivation, better performance under pressure, personal and social adjustments, and overall well-being. According to Breckenridge and Vincent (1965), the concept of self is the core or center of gravity in the personality pattern of an individual. It is a multidimensional structure. The self is one of the many personality

traits. It comprises a person's thoughts, emotions, feelings of fear and guilt, fantasies, and commitment to striving for success.

According to **Basavanna (1975)**, self-confidence is the ability to act effectively in crisis, overcome obstacles, and ensure things go well.

Self-confidence can be viewed as a characteristic of a person that helps them to have a positive yet realistic view of themselves and their surroundings (**Sieler, 1998**).

According to **Neill (2005)**, self-confidence is the combination of self-esteem and self-efficacy.

Stevens (2005) refers to self-confidence as an individual's trust in his abilities for reaching certain goals in his life and helps him realize his true potential.

In the words of **Welford (2013)**, "Self-confidence means comprehending when a person is having a hard time and having the courage, will, and dedication to do something about it."

Rufus (2014) says, "Self-confidence involves having the courage and a sense of self-worth and the strength to tell the truth about yourself, your beliefs, who you truly are, and what you like."

"Self-confidence can be defined as trusting your abilities, capacities, and judgments and believing that you can successfully face daily life hassles and challenges" (**Dictionary of Psychology, 2018**).

Some of the traits seen in a self-confident person include assertiveness, emotional maturity, decisiveness, independent satisfaction with oneself, and leadership qualities. Self-confidence can also depend on our past experiences. If we have been stuck in a similar situation before and succeeded, we would be confident enough to think that we will succeed again. Sometimes self-esteem and self-confidence are used interchangeably, although there is a subtle difference between them. Self-esteem can be defined as an overall sense of our own value and worth. It is an inner feeling that we are a good person and can be steady and constant. Self-confidence can be defined as believing in our abilities to perform certain tasks or achieve life goals. Self-esteem is more fundamental and stable, while self-confidence is more task and situation specific, and can change depending on our skills and experiences. Several factors influence our self-confidence in both positive and negative ways. Parental support, a positive attitude from teachers and peers, and community appreciation can boost self-confidence. Negative childhood experiences, such as abuse or neglect from parents or teachers, lack of social support, and repeated failures, can have a negative effect. Certain mental health problems, like anxiety and depression, can also hinder self-confidence. Always criticizing oneself, constantly using negative self-talk, and believing one is not good enough eats away at self-confidence. The result leaves a person in a dark place where they believe there is nothing left in the world that they are good at. Self-confidence can define a person's entire personality. If someone is confident about their decisions and judgments, they can achieve a lot in life. A self-confident person often feels optimistic, handles criticism well and always tries to improve themselves every single day.

High self-confidence positively influences a person's life by helping him grow, achieve personal milestones, and promote mental well-being, while low self-confidence can have a negative impact on mental health and can lead to problems like anxiety, depression, and feelings of worthlessness. It can also hinder personal and professional relationships and can trigger harmful coping behaviors like drinking/smoking, substance abuse, or self-isolation. A person may avoid going out completely because he may think that people will judge him. He may also develop a tendency to please other people or avoid challenges. Other than this, low self-confidence can also result in low academic performances of students.

Gender differences have often been studied in relation to self-confidence, with findings indicative of differences in the self-perception of males and females, which could be linked to cultural norms, social expectations, and role models. Males and females may experience different levels of motivation, autonomy, encouragement, and pressure from people, which could influence how confident they feel about their abilities. Males getting more opportunities, better positions in a job, and a non-judgmental work environment, may also be the contributing factor in the varying levels of self-confidence among males and females.

Family economic background is a crucial socio-economic factor that can play a key role in influencing someone's self-confidence. High economic background families are often able to provide material resources, better educational opportunities, a supportive environment, extracurricular exposure, and a sense of security, which in turn foster higher self-confidence, whereas low economic background families may not be able to provide all of these resources, which can limit self-confidence.

Young adulthood is a crucial developmental period for individuals, especially the initial years of college life, as it marks the transition of a person from dependence to autonomy, specifically involving new social, academic, and career-related responsibilities. It commonly includes people from 18 to 25 years of age. It is a critical stage when an individual starts to develop a sense of self-identity, works towards developing a strong personal identity, and establishes independence. It can be viewed as a bridge between adolescence and full adulthood. During this stage, an individual's self-confidence levels can highly influence his judgment, decision-making, and the course of his future. Studies have shown that self-confidence during this period of life plays a decisive role in an individual's personal and professional success. Among many factors, gender and family economic backgrounds can be the most influential ones to have an impact on our self-confidence. While there has been extensive research focusing on adolescents, there are comparatively fewer studies focusing on the self-confidence of young adults, especially undergraduate students. This is a crucial developmental period that is equally determining and transitional for shaping an individual's life course. Hence, examining how gender and family economic background shape an individual's self-confidence, particularly that of college-going young adults, becomes important.

This paper seeks to examine the influence of gender and family economic background on self-confidence among undergraduate students. Additionally, it describes the distribution of self-confidence across different levels (low, moderate, and high) within this population, providing a deeper understanding of how these factors influence development in early adulthood.

LITERATURE REVIEW

Zeigler & Hiller (2000), reported in their study that there exist a gender difference in self-confidence among students where females show high levels of self-confidence than males.

Jafri, (2011), in his study, found a positive association between self-confidence and academic achievement among senior secondary school students. He concluded that students varied significantly on academic achievement and self-confidence with respect to gender, stream, family atmosphere and study habits. Boys showed higher levels of self-confidence as compared to girls. Self-confidence also had a significant impact on academic achievement and vice versa among senior secondary school students.

Neelima, (2011), reported that males had higher self-confidence than their female counterparts. The self-confidence levels of college students of rural area was also high than their urban counterparts. Results also depicted a major impact of self-confidence on mental health among college students. Self-confidence, mental health and emotional intelligence, all had a significant and positive correlation with each other.

Urmil, (2011), reported that children of working mothers showed higher levels of emotional maturity, self-confidence and security as compared to children of non-working mothers. Moreover, males scored higher on self-confidence than their female's counterparts.

Shastri, (2012), found a significant relationship between self-confidence and personality. There was a significant difference in the levels of self-confidence and personality type among college students with respect to gender. Males showed higher levels of self-confidence than their female counterparts.

Kumaraswamy, (2014), in his study found that type of school, family income, family size, parental qualification and occupation, all impacted self-confidence of students in some or the other way. Results of his study also revealed that there lies a positive association between self-confidence and mathematical achievement. However, there was a negative correlation between self-confidence and phobia of mathematics among secondary school students.

Fatma, F. (2015), conducted a study on self-confidence of adolescents in relation to their gender, locality, and academic achievement and took 1000 adolescents (361 males and 639 females) as sample. The self-confidence inventory developed by Dr. Rekha Gupta was used to collect the data. Findings of the study revealed that there was a significant difference in the levels of self-confidence between male and female adolescents. In addition to that, urban and rural adolescents also showed a significant difference in their levels of self-confidence. A positive association was also found between self-confidence and academic achievement of adolescents.

Shivappa, (2015), found that there was a significant difference in the self-confidence of students with respect to their gender, class, religion, domicile and family type. The results of his study also revealed a positive correlation between self-confidence and mental health among college students.

Kotkar, (2016), reported that socio-economic status has a significant impact on self-confidence and personality traits of students. Students belonging to high socio-economic status

reported higher levels of self-confidence and students belonging to low socio-economic status showed low levels of self-confidence.

Verma, R. K. and Kumari, S. (2016), conducted a study on a sample of 300 students of Ludhiana (Punjab) to study the academic achievement of children at elementary stage in relation to their self-confidence. They used the multi stage random sampling technique to collect the data. Mean, S.D., t-test and correlation (r) were used for statistical analysis of the data. The results of the study revealed that there is a significant relationship between self-confidence and academic achievement of elementary school students, although gender difference in self-confidence was not found. It was also concluded that students differ in academic achievement with respect to self-confidence.

Devi, (2017), in her study on secondary school students, found a positive correlation between self-confidence and life skills. Gender difference was also found in self-confidence among students as girls showed higher self-confidence than boys. Private and government school students also had a significant difference in self-confidence where private school students showed higher self-confidence than government school students.

From the results of the study done by **Vanaja and Geetha (2017)**, it was concluded that there exist a significant correlation between self-confidence and locus of control among secondary school students but there was no significant difference in self-confidence among boys and girls.

Kumari, (2018), revealed that there exist a positive correlation between self-confidence and occupational aspirations. Gender difference also existed in self-confidence with females having higher self-confidence than males.

Padmakala, (2018), found that gender had a significant impact on self-confidence of students along with family size and income, parental education and occupation, and religion.

OBJECTIVES

This paper aims at studying the following objectives:

- To assess the self-confidence of young adults belonging to low family economic background.
- To find out the self-confidence of young adults belonging to high family economic background.
- To find the difference in self-confidence between young adults belonging to low and high family economic backgrounds.
- To find out the self-confidence of males and females young adults.
- To examine the differences in self-confidence between male and female young adults.
- To describe the distribution of self-confidence across different levels (low, moderate, and high) among young adults belonging to low and high family economic backgrounds and among males and females young adults.

HYPOTHESIS

On the basis of above mentioned objectives, the following non-directional hypothesis has been formulated for this study:

1. **Null (H_0):** There is no significant difference in self-confidence among male and female young adults.

Alternative (H_1): There is a significant difference in self-confidence among male and female young adults.

2. **Null (H_0):** There is no significant difference in self-confidence among young adults belonging to low and high family economic backgrounds.

Alternative (H_1): There is a significant difference in self-confidence among young adults belonging to low and high family economic backgrounds.

METHODOLOGY

Research Design

The current study uses a quantitative, comparative and cross-sectional research design. It uses a standardized inventory to collect data from students. The main objective of this study is to compare the self-confidence of young adults based on gender (male and female) and family economic backgrounds (low and high). This research design assured the investigator to examine group differences at a single point in time.

Inclusion Criteria

- Young adults aged between 18-21 years.
- Currently enrolled in undergraduate courses
- Young adults belonging to low (<14 lakhs per annum) and high (>14 lakhs per annum) family economic background
- Willing to participate with informed consent

Exclusion Criteria

- Young adults below or above the age limit mentioned above
- Young adults other than graduation level
- Young adults whose family economic background does not belong to the range or figure mentioned above

Sample and sampling technique

The sample taken in this study consists of 140 young adults currently pursuing their graduation and residing in Haldwani city of Nainital district, Uttarakhand (India). They were between 18-21 years of age. For equal representation across the subgroups based on two independent variables: family economic background (low and high) and gender (boys and girls), quota sampling technique was used. Equal quotas were set for each subgroup and participants were selected based on their availability and willingness to participate. Thus, the final sample included:

70 young adults belonging to low family economic background and 70 young adults belonging to high family economic background from which 35 were boys from low family economic background and 35 were girls from low family economic background, similarly there were 35

boys from high family economic background and 35 girls from high family economic background. Therefore, there were a total of 70 boys (50%) and 70 girls (50%).

Variables: The study includes both dependent and independent variables:

- **Dependent Variable:** Self-confidence
- **Independent Variable:** Gender and family economic background

Demographic details

Certain demographic details were also collected from the participants for this study like gender (male and female) and family economic backgrounds (low, less than 14 lakhs per annum) or high, more than 14 lakhs per annum).

Tools used in the study

- **Self-confidence Inventory:**

Self-confidence inventory developed by Dr. Rekha Gupta is used to assess the level of self-confidence among adolescents and adults. The final form of the inventory consists of 56 items.

Reliability: The reliability of the scale was determined by (a) test-retest method and (b) internal consistency method. The test-retest reliability was 0.78 and the consistency value for the scale was 0.91. Both coefficient of correlations were significant at 0.01 level of significance.

Validity: Biserial correlation method was used to determine the validity coefficients for each item and only those items were retained which yielded 0.25 or above biserial correlation with the total score. The inventory was also validated by correlating the scores obtained on this inventory with the scores obtained by the subject on Basavannas (1975) Self-confidence inventory. The validity coefficient obtained is 0.82 which is significant beyond 0.01 level.

Scoring: Two options (right and wrong) are given beside every item in the inventory. A score of one is awarded for a response indicative of lack of self-confidence, i.e., for making a cross to wrong response to item numbers 2, 7, 23, 31, 40, 41, 43, 44, 45, 53, 54, 55 and for making a cross 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.

Administration of the scale:

After acquiring necessary permissions from the college authorities, participants were approached in classroom settings. They were made comfortable and were briefed about the purpose of the study. Confidentiality and anonymity of their responses were assured. Informed consent was obtained from them and proper rapport was established. They were told that the results of the scale would help in self-knowledge. It was emphasized that there are no right or wrong answers and none of the statements are to be left unanswered. Self-confidence inventory was administered collectively. Although there was no time limit for completing the scale, but the participants were told to finish it in 15-20 minutes.

Statistical Analysis:

Data were collected at a single point in time and analyzed using SPSS software. To summarize the data, descriptive statistics, mean (measure of central tendency) and standard deviation (measure of variability) were computed for each subgroup. To examine group differences, independent sample t-test (parametric test) was applied and the level of significance was set at 0.05.

RESULT AND DATA ANALYSIS

Descriptive Statistics

Table 1 shows the range of raw scores for self-confidence and the level of self-confidence.

Table 1

Range of raw scores for Self-confidence	Level of Self-confidence
31 to 56	Low
21 to 30	Moderate
0 to 20	High

Young adults belonging to low family economic background showed low level of self-confidence (raw scores from 31 to 56) and young adults belonging to high family economic background showed moderate level of self-confidence (raw scores from 21 to 30).

Young males showed low level of self-confidence (raw scores from 31 to 56) and young girls showed moderate level of self-confidence (raw scores from 21 to 30).

To have a better understanding of the data, measures of central tendency like mean and measures of variability like standard deviation (S.D.) of different groups were calculated. Table 2 below shows mean and S.D. of young adults belonging to low and high family economic backgrounds-

Table 2 Mean and S.D. of young adults belonging to low and high family economic background

Groups	Mean	S.D.
Young adults belonging to low family economic background	25.53	8.13
Young adults belonging to high family economic background	22.50	9.69

Mean and S.D. of young adults belonging to low family economic background was found to be 25.53 and 8.13 respectively. Mean and S.D. of young adults belonging to high family economic background was found to be 22.50 and 9.69 respectively. There is a clear difference between mean scores of young adults belonging to low family economic background and young adults belonging to high family economic background. Figure 1 below shows the comparison of means and S.D. of the two groups in a bar chart.

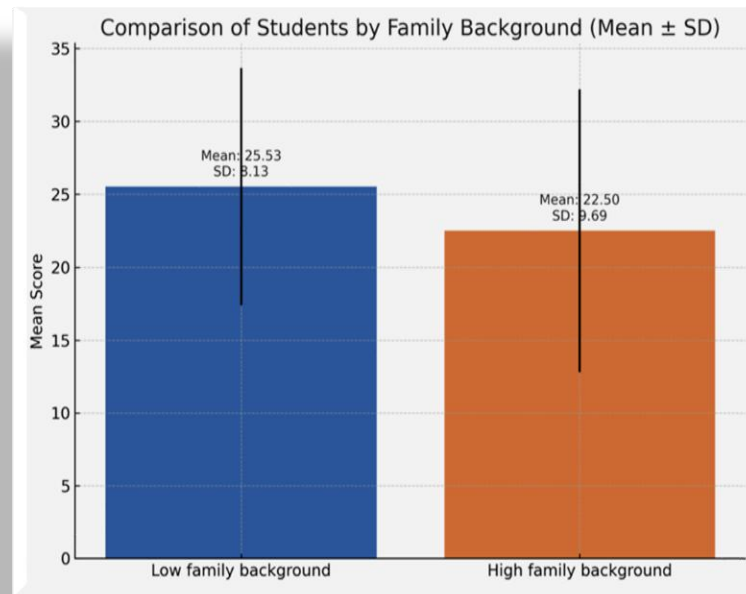


Figure 1 Comparison of Self-confidence between young adults belonging to low and high income backgrounds

Table 3 shows mean and S.D. of boys and girls.

Table 3 Mean and S.D. of Boys and Girls

Groups	Mean	S.D.
Boys	21.57	9.09
Girls	26.53	8.37

Mean and S.D. of boys was found to be 21.57 and 9.09 respectively. Mean and S.D. of girls was found to be 26.53 and 8.37 respectively. There is a clear difference between mean scores of boys and girls.

Figure 2 below shows the comparison of means and S.D. of the two groups in a bar chart.

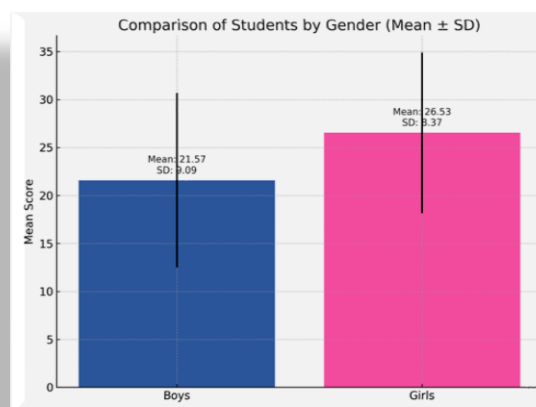


Figure 2 Comparison of Self-confidence between girls and boys

Inferential Statistics

In order to compare self-confidence between boys and girls and between young adults belonging to low and high family economic backgrounds, t-test was used. Levene's test was performed to check whether the groups have equal variances or not. Table 4 shows mean, S.D., F value and p value of young adults belonging to low and high family economic backgrounds and table 4 shows t-value and p value for the same and tells whether there is a significant difference between the two groups or not.

Table 4 Mean, S.D., F value and p value of young adults belonging to low and high family economic backgrounds

Groups	Mean	S.D.	F value	P value
Young adults belonging to low family economic background	25.53	8.13	1.38	0.242
Young adults belonging to high family economic background	22.50	9.69		

*Equal variances between the groups, ($p > 0.05$).

Since, it showed equal variances between the two groups; student's t-test was used.

Table 5 Mean, S.D., t-value and p value of young adults belonging to low and high family economic backgrounds

Groups	N	Mean	S.D.	t-value	p value
Young adults belonging to low family economic background	70	25.53	8.13	2.00	0.047
Young adults belonging to high family economic background	70	22.50	9.69		

*significant difference between the two groups at 0.05 level

Mean and S.D. of young adults belonging to low family economic background was found to be 25.53 and 8.13 respectively. Mean and S.D. of young adults belonging to high family economic background was found to be 22.50 and 9.69 respectively.

The results of independent sample t-test assuming equal variances revealed a significant difference between the two groups, $t(138) = 2.00$, $p < 0.05$, with a mean of 25.53 for young adults belonging to low family economic background and a mean of 22.50 for young adults belonging to high family economic background.

The mean score of young adults belonging to low family economic background ($M = 25.53$, $S.D. = 8.13$) was higher than the mean scores of young adults belonging to high family economic background ($M = 22.50$, $S.D. = 9.69$). Since, the Rekha Gupta Self-confidence inventory is reversed scored, where a lower score indicates a higher level of self-confidence, this result suggests that young adults belonging to high family economic background possess higher self-confidence than young adults belonging to low family economic background.

Thus, the null hypothesis stating that there is no significant difference in self-confidence among young adults belonging to low and high family economic backgrounds is hence rejected and alternate hypothesis is accepted.

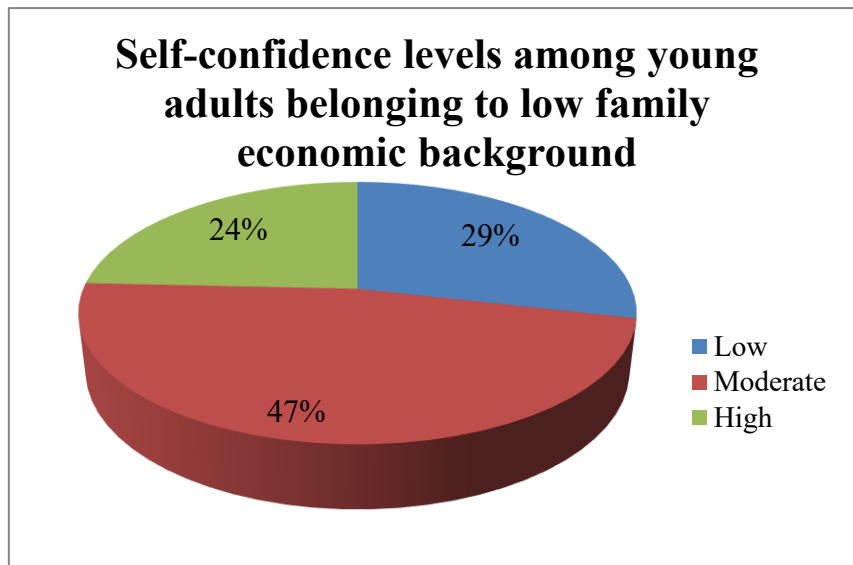


Figure 3

Figure 3 shows the percentage distribution of young adults belonging to low family economic background across different levels of self-confidence. Low level (raw scores from 31 to 56), moderate level (raw scores from 21 to 30) and high level (raw scores from 0 to 20). 29% of young adults belonging to low family economic background showed low level of self-confidence, 47% of young adults showed moderate level of self-confidence and 24% of young adults showed high level of self-confidence.

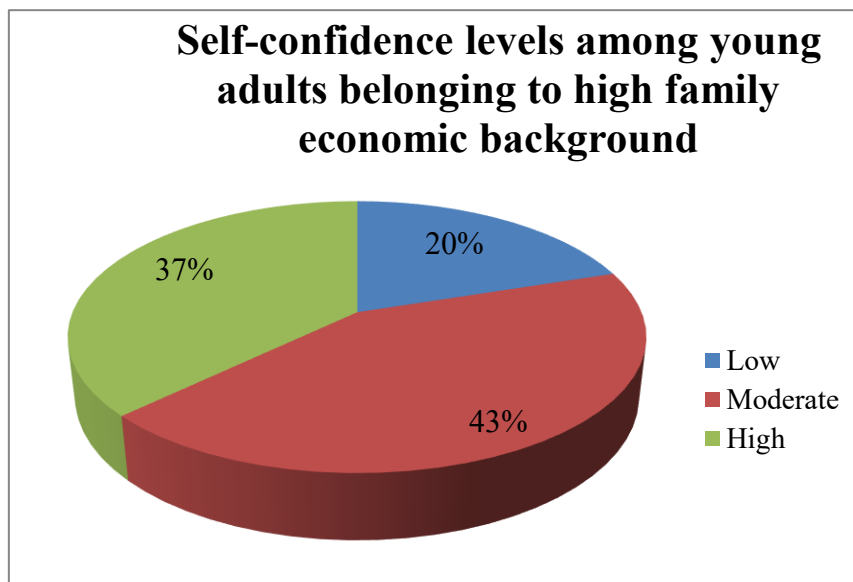


Figure 4

Figure 4 shows the percentage distribution of young adults belonging to high family economic background across different levels of self-confidence. Low level (raw scores from 31 to 56), moderate level (raw scores from 21 to 30) and high level (raw scores from 0 to 20). 20% of

young adults belonging to high family economic background showed low level of self-confidence, 43% of young adults showed moderate level of self-confidence and 37% of young adults showed high level of self-confidence.

Table 6 Mean, S.D., F value and p value of boys and girls

Groups	Mean	S.D.	F value	P value
Boys	21.57	9.09	1.81	0.181
Girls	26.53	8.37		

*Equal variances between the groups, ($p > 0.05$).

Since, it showed equal variances between the two groups; student's t-test was used.

Table 7 Mean, S.D., t-value and p value of boys and girls

Groups	N	Mean	S.D.	t-value	p value
Boys	70	21.57	9.09	3.36	0.001
Girls	70	26.53	8.37		

***significant difference between the two groups at 0.05 level**

Mean and S.D. of boys was found to be 21.57 and 9.09 respectively. Mean and S.D. of girls was found to be 26.53 and 8.37 respectively.

The result of independent sample t-test assuming equal variances revealed a significant difference between the two groups, $t(138) = 3.36$, $p < 0.05$, with a mean of 21.57 for boys and a mean of 26.53 for girls.

The mean score of girls ($M = 26.53$, $S.D. = 8.37$) was higher than the mean scores of boys ($M = 21.57$, $S.D. = 9.09$). Since, the Rekha Gupta Self-confidence inventory is reversed scored, where a lower score indicates a higher level of self-confidence, this result suggests that boys possess higher self-confidence than girls.

Thus, the null hypothesis stating that there is no significant difference in self-confidence among boys and girls is hence rejected and alternate hypothesis is accepted.

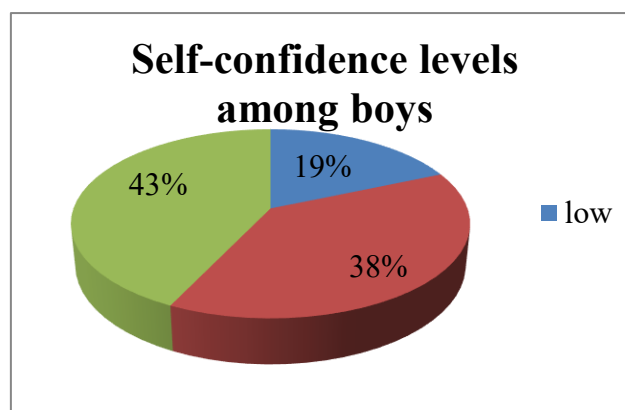


Figure 5

Figure 5 shows the percentage distribution of boys across different levels of self-confidence. Low level (raw scores from 31 to 56), moderate level (raw scores from 21 to 30) and high level (raw scores from 0 to 20). 19% of boys showed low level of self-confidence, 38% of boys showed moderate level of self-confidence and 43% of boys showed high level of self-confidence.

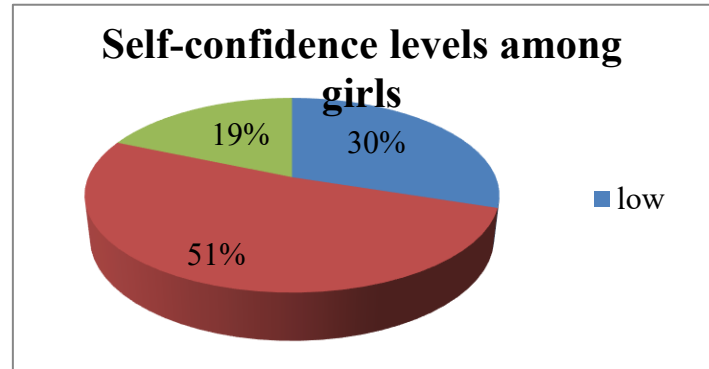


Figure 6

Figure 6 shows the percentage distribution of girls across different levels of self-confidence. Low level (raw scores from 31 to 56), moderate level (raw scores from 21 to 30) and high level (raw scores from 0 to 20). 30% of girls showed low level of self-confidence, 51% of girls showed moderate level of self-confidence and 19% of girls showed high level of self-confidence.

DISCUSSION

The purpose of this study was to see if there exist any difference in self-confidence among young adults belonging to low and high family economic backgrounds and among young boys and girls. For this, a quantitative and comparative research design was used. A total sample of 140 students of graduation level from Haldwani city were selected based on quota sampling technique. Mean, standard deviation (S.D.) and t-test were computed using SPSS software.

Most of the young adults belonging to low family economic background showed moderate level of self-confidence (raw scores from 21 to 30) and most of the young adults belonging to high family economic background also showed moderate level of self-confidence (raw scores from 21 to 30). 29% of young adults belonging to low family economic background showed low level of self-confidence, 47% showed moderate level of self-confidence and 24% showed high level of self-confidence.

20% of young adults belonging to high family economic background showed low level of self-confidence, 43% showed moderate level of self-confidence and 37% showed high level of self-confidence.

Mean and S.D. of young adults belonging to low and high family economic backgrounds were computed. Mean and S.D. of young adults belonging to low family economic background was found to be 25.53 and 8.13 respectively and mean and S.D. of young adults belonging to high family economic background was found to be 22.50 and 9.69 respectively. The mean score of young adults belonging to low family economic background ($M = 25.53$, $S.D. = 8.13$) was higher than the mean scores of young adults belonging to high family economic background

($M = 22.50$, $S.D. = 9.69$). Since, the Rekha Gupta Self-confidence inventory is reversed scored, where a lower score indicates a higher level of self-confidence, this result suggests that young adults belonging to high family economic background possess higher self-confidence than young adults belonging to low family economic background.

T-value for the same was 2.00 and p value was 0.047. Since p value was less than 0.05 ($p < 0.05$), there was a significant difference in self-confidence among young adults belonging to low and high family economic backgrounds. Hence, the null hypothesis stating that there is no significant difference in the self-confidence of young adults belonging to low and high family economic backgrounds was thus rejected, and alternate hypothesis stating that there exists a significant difference in the self-confidence of young adults belonging to low and high family economic backgrounds was accepted.

The findings of the present study are in accordance with the results obtained by **Kotkar (2016)**. In his study he found that students belonging to high socio-economic status showed higher levels of self-confidence than students belonging to low socio-economic status. The results concluded that young adults belonging to high family economic background have higher self-confidence than young adults belonging to low family economic background. These findings suggest that family economic background does play a significant role in an individual's life and impact their self-confidence. One of the many reasons behind these findings can be that people belonging to high family economic background may have access to resources that one need, to develop a sense of self-worth, which in turn can lead to build self-confidence in them and they might also have access to additional social resources from friends and society which may be a contributing factor in enhancing their self-confidence. In contrast, young adults belonging to low family economic background may have fewer social resources which may put an individual at high risk for many psychological problems leading to a decline in their self-confidence.

Similarly, most of the young males showed high level of self-confidence (raw scores from 0 to 20) and most of the young girls showed moderate level of self-confidence (raw scores from 21 to 30). 19% of boys showed low level of self-confidence, 38% of boys showed moderate level of self-confidence and 43% of boys showed high level of self-confidence.

30% of girls showed low level of self-confidence, 51% of girls showed moderate level of self-confidence and 19% of girls showed high level of self-confidence.

Mean and S.D. of boys and girls was also calculated. Mean and S.D. of boys was found to be 21.57 and 9.09 respectively. Mean and S.D. of girls was found to be 26.53 and 8.37 respectively. T-value for the same was 3.36 and p value was 0.001. Since p value was less than 0.05 ($p < 0.05$), there was a significant difference in self-confidence among boys and girls. Hence, the null hypothesis stating that there is no significant difference in the self-confidence among male and female young adults was thus rejected, and alternate hypothesis stating that there exists a significant difference in the self-confidence of male and female young adults was accepted.

The findings of the present study are in accordance with the results obtained by **Jafri (2011)**. In his study he found that boys had higher self-confidence than girls. Similar results were found

by Neelima (2011). The results of her study showed that males scored higher on self-confidence than their female counterparts. These findings suggest that young males and females differ significantly in self-confidence with males being more confident than females. One of the many reasons behind these findings can be the stereotypical gender roles and socialization methods that are taught to boys and girls in their early life. From early childhood, boys are often taught to be more assertive, bold and self-reliant. They are often seen as protectors and future providers of the family which can lead families to instill confidence and independence in them. On the other hand, girls are encouraged to be cautious, modest and compliant. They are often seen as “paraya dhan” by their family members and because of this they face more protective and restrictive environment and have limited opportunity to develop and express themselves. These conventional gender expectations can influence how girls and boys perceive themselves and can also influence their confidence.

CONCLUSION

The first objective of this study was to determine the self-confidence of males and females young adults and to check whether there exists any difference in the self-confidence of males and females young adults. Mean, S.D., and t-test was computed to check whether there is any significant difference in self-confidence between the two groups. Results revealed that there exists a significant difference in the self-confidence among male and female young adults. Data from the study revealed that males showed higher self-confidence than their females counterparts. Stereotypical gender roles and socialization methods, where often boys are taught to be strong and independent and girls are taught to cook and take care of the family, can be the factors influencing the confidence level of young boys and girls. This can be a contributing factor in the increased levels of self-confidence in males.

The second objective of this study was to determine the self-confidence of young adults belonging to low and high family economic backgrounds and to check if there exists any difference in the self-confidence of young adults belonging to low and high family economic backgrounds. Mean, S.D., and t-test was computed to check whether there is any significant difference in self-confidence between the two groups. The results revealed that there exists a significant difference in the self-confidence of young adults belonging to low and high family economic backgrounds. Young adults belonging to high family economic background showed higher levels of self-confidence than young adults belonging to low family economic background. This finding concludes that family economic background plays a significant role in shaping the self-confidence of young adults. It highlights the potential benefits of high family income and how it can be an accessory in developing and enhancing self-confidence in young adults.

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