

Comparative Study of Family Climate and Self-Confidence Among the Senior Secondary School Students of the Arts Stream

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ABSTRACT:

The present study aims to compare the Family Climate and self-confidence of the male and female respondents of the Arts stream of senior secondary schools. The sample consists of 345 Arts stream students amongst them 180 are Male and 165 are Female. The family Environment Scale, FES prepared by Chadha and Bhatia (1993), and the Self-confidence Inventory prepared by Agnihotri, ASCI (1993) are used for this study. The Findings of the research study indicate no significant difference exists between Male and Female respondents of the Arts stream on the measure of the variable of Family climate. The t-value was 0.296, and the mean values were 247.58 and 248.26 for males and females, respectively. However, a significant difference was found between male and female respondents of the Arts stream on the variable of Self-confidence. The calculated t-value is 3.587. The mean values differ between the two groups at 27.44 and 30.81 respectively. It clearly shows that females are better than males on the variable of Self-confidence. Thus, it can be said with assurance that there is a marked difference between male and female respondents of the Arts stream on the variable of Self-confidence because the calculated value is significant even at a 0.05 confidence level.

INTRODUCTION:

“The family is the only socially recognized relation for childbearing and the essential agency for child rearing, socialization, and introducing the child to the culture of the society, thereby shaping the basic character structure of our culture and forming the child’s personality.” **(Frank, 1948)**

The infant begins his life under the fostering affection and care of his parents and other near and dear ones who are associated with the family. As he grows, he receives the first lesson of life in his family and tries to imbibe the habits, ideals, and patterns of behaviour of his family members. In this way, family continuously influences him throughout his life. For the child's upbringing, there is no better institution than the family.

It is in the family, where the foundation of a healthy or unhealthy personality is laid down. It is the family that satisfies most of the basic human needs, physical, psychological, and social. A child needs to have a sense of security not only physically but also emotionally. He needs to be able to take for granted complete affection from all members of the family but also be able to express his love in various ways. Only then a sense of being wanted develops. The happy and harmonious relationships between children and parents and other members of the family contribute to the development of a sense of security. Through this, a child develops a sense of belongingness. He needs to have a place in the family structure be recognized as an individual and must be respected. A child’s needs and feelings should neither be taken for granted nor

ignored. Every child just like an adult needs recognition for his achievement and success from the members of his family. Praise, encouragement, attention, and recognition need to be given truly and frequently. The family provides opportunities for the child to experience success. The experience of success by itself immensely contributes to the growth and development of a child.

There are many factors in the family that affect the development of self-confidence. Parents' attitudes are crucial to the way children feel about themselves, particularly in their early years. When parents provide acceptance, children receive a solid foundation for good feelings about themselves. If one or both parents are excessively critical or demanding, or if they are overprotective and discourage moves toward independence, children may come to believe they are incapable, inadequate, or inferior.

However, if parents encourage a child's moves toward self-reliance and are not overly critical when the child makes mistakes, the child will learn to accept herself and will be on the way to developing self-confidence.

A lack of self-confidence is not necessarily related to a lack of ability. A lack of self-confidence is often the result of focusing too strongly on the unrealistic expectations of others, especially parents and friends. The influence of friends can be more powerful than those of parents in shaping the feelings about one's self.

Self-confidence is an individual's characteristic (a self-construct) that enables a person to have a positive or realistic view of themselves or the situations that they are in (Sieler, 1998). It refers to a person's expectation of his or her ability to achieve a goal in a given situation and is a very influential factor in ensuring a person's potential is realized (Stevens, 2005). In other words, a person with high self-confidence has a realistic view of themselves and their capability which makes them persistent in their endeavours. According to Neill (2005), self-esteem and self-efficacy in combination are what constitutes self-confidence. Neill (2005) defines self-esteem as a general feeling of self-worth or self-value. A person with low self-esteem believes that he or she is worthless or inadequate while a person who has high self-esteem believes otherwise. Self-efficacy on the other hand is the belief in one's capacity to succeed at tasks.

The research of Bandura (1999) showed that the stronger the belief in self-efficacy, the better the subsequent performance. Their results also indicated that causal attributions could influence achievement strivings; however, the effect is mediated almost entirely through changes in perceived self-efficacy (Weiner & Graham, 1999). The stronger the self-efficacy, the more active the effort, and that results in better performance. This positive link between self-efficacy and performance is widely reported and much research has been conducted in a range of different settings (Panjares, 1996; Sadri & Robertson, 1993; Stajkovic & Luthans, 1998), although several conditions appear to influence the effect size. Thus, by giving appropriate skills and adequate incentives, self-efficacy and performance can be increased.

DEFINITION OF THE TERMS USED

New Webster's Dictionary (2004) defines 'Family' as a group of persons, consisting of parents and their children.

New Webster's Dictionary (2004) defines 'Climate or Environment' as the aggregate of all external and internal conditions affecting the existence, growth, and welfare of organisms.

The family climate refers to the physical, social, and emotional surroundings that the child focuses on in a family. Family climate refers to the "total of the conditions which surround man" from the very beginning of his life.

Based on various definitions, many sub-dimensions have evolved of Family climate. Therefore, Family climate can be defined in terms of sub dimensions like Cohesion, Expressiveness, Conflict, Acceptance & caring (Relationship dimensions), Independence, Active recreational orientation (Personal growth dimensions), Organization, and Control (System maintenance dimensions).

Family Climate in this study has been taken as the total scores secured by the students on various dimensions of FES (Family Environment Scale) developed by Bhatia & Chadha in the year 1993.

Dictionary of Education, **Good (1973)** defines “Self-confidence as faith in one’s abilities.”

New **Webster's Dictionary (2004)** defines self-confidence as “confidence in oneself or on one’s unaided powers, judgment, etc.”

Thus, a self-confident kind of person is a man who strikes us, as very sure of himself, he is relatively unworried, is not hypersensitive, and is usually in good spirits. Self-confident people trust their abilities, have a general sense of control over their lives, and believe that, within reason, they will be able to do what they want to do.

Self Confidence in this study has been taken as the total scores secured by the students in the SCI (Self Confidence Inventory) developed by Agnihotri in the year 1993.

REVIEW OF RELATED LITERATURE:

Devi and Mayuri (2003) conducted this investigation to study family and school factors that affect the academic achievement of Residential school children studying in IX and X classes. The result indicated that girls were superior to boys. Family factors like Parental Aspirations and Socio-Economic Status significantly contribute to Academic Achievement.

Fatima (2003) studied the relationship between family climate and educational achievement. She tried to find out whether favourable home climates result in high academic achievement and whether unfavourable climate leads to poor academic achievement. She found out that there is no relationship between the type of climate and the academic achievement of students.

Arati & Prabha (2005) conducted this study to find out the influence of different family variables on the family environment of adolescents. The results showed that the number of siblings, father’s education, father’s occupation, and family income had a significant positive influence on the family environment of adolescents.

Shankar & Rachel (2005) investigated parents' anxiety in the attitude development of their children, especially at the board examination level. Special interest, care, and coaching were given at this level to facilitate higher achievement. This stress on the students results in low achievement. This stress on the students results in low achievement; deviation in interest; improper motivation etc. the sample comprised 100 parents whose children were studying in govt. and private schools. It is found that more than 55% of the low achievers were students, who were given extra care and coaching by their parents forcibly at this level, and 20% of the high achievers were gifted with normal care and no special coaching and concern; the rest of the 15% were beneficiaries of this anxiety of parents and 10% of failures remain stoic in this hypothetical frame.

Ahuja & Goyal (2006) conducted this study to investigate the significance of differences in subject-wise performance of adolescents belonging to highly involved and highly aspirant parents and those belonging to low aspirant and low involved parents. The sample consisted of 100 adolescents studying in IX grade of schools of Chandigarh and their parents numbering 100. Among the findings based on ANOVA’s work:

1. High parental involvement leads to higher achievement of adolescents in Science, English, and Maths,

as compared to that of the group belonging to parents having low involvement with their wards' academics.

2. High education aspirations of parents lead to higher achievement scores only in Maths. Achievement scores in English and Science were not significantly different for children of parents having high and low educational aspirations.
3. Occupational Aspirations of parents, high or low, did not yield significantly different achievement scores in Science and Maths. However, higher occupational aspirations of parents led to higher achievement scores in English.

Darolia & Wydick (2006) examined how overt and private signals sent by an altruistic parent affect a child's long-term performance. They carry out both reduced form and structural estimations of their model on a sample of 651 college students, finding evidence that complementary actions before college, such as displaying belief in the child and providing frequent praise, encourage academic achievement above what natural ability would predict. Conversely, they find some substitutionary actions before college, such as providing cars as gifts to children and helping children cheat on assignments, associated with lower effort in college and underachievement.

Flouri (2006) used longitudinal data from sweeps of the 1970 British Cohort Study (BCS 70). A total of 1,326 men and 1,578 women were included in the final analysis.

Results revealed that at the multivariate level, internal locus of control and mother's interest (but not self-esteem) were significantly related to educational attainment for both men and women. Father's interest was a significant predictor of educational attainment only in women. Parent's interest was not linked to educational attainment via its impact on a child's self-esteem or locus of control. Self-esteem predicted educational attainment in both genders by increasing internal locus of control, and fathers' interest predicted educational attainment in men by increasing the mother's involvement.

Khanam (2006) studied the relationship between Family climate and Academic achievement of male and female students at the secondary school level. She tried to investigate whether the family climate results in high academic achievement or whether the unfavorable family climate results in poor academic achievement. The investigator did not obtain any significant relationship between the family climate and academic achievement. The achievement of the male and female students was independent of the influence of the type of family climate (favourable, unfavourable).

SELF CONFIDENCE

Klassen (2002) conducted a study that examined the self- and collective efficacy beliefs of Indo-Canadian and Anglo-Canadian early adolescent students. The research participants included 112 Anglo-Canadian and 158 Indo-Canadian (children of Punjabi Sikh immigrants) grade 7 students. On a 22-item measure of math performance, the Indo-Canadian students earned a significantly higher score than the Anglo-Canadian students and also rated their self-efficacy at a higher level. There were no differences between the groups in terms of calibration of self-efficacy and performance. In a multiple regression analysis, self-efficacy was the only motivation variable that predicted math performance for both groups.

Stoel et al. (2003) presented a Latent growth curve (LGC) analysis of longitudinal data for pupils' school investment, self-confidence, and language ability. A multivariate model is tested that relates the three developmental processes to each other and to intelligence. All processes show significant differences between children in their developmental curves. The increase in language ability and the decrease in school investment correspond with the hypotheses. No hypothesis is formulated about self-confidence, but an

increase for some and a decrease for others are found. The hypothesis that development in language ability, school investment, and self-confidence are mutually positively associated is supported, as is the hypothesis that intelligence accounts for some of the differences in language ability. School investment, self-confidence, and intelligence each explain a different part of development in language ability.

Hannula et al. (2004) with the help of this paper present some preliminary results of the longitudinal aspect of a research project on self-confidence and understanding in mathematics. They collected survey data of 3057 fifth-graders and seventh-graders and follow-up data of ten classes (191 pupils) one and a half years later. The longitudinal data indicates that the learning of mathematics is influenced by a pupil's mathematics-related beliefs, especially self-confidence. Pupils' level of understanding fractions also influences their developing understanding of infinity. These relationships between different variables depend also on pupils' gender and age.

Chang & Cheng (2008) studied the interrelationship between senior high school students' science achievement (SA) and their self-confidence and interest in science (SCIS) was explored with a representative sample of approximately 1,044 11th-grade students from 30 classes attending four high schools throughout Taiwan. Statistical analyses indicated that a statistically significant correlation existed between students' SA and their SCIS with a moderate effect size; the correlation is even higher with almost large effect sizes for a subsample of higher-SCIS and lower-SCIS students. Results of *t*-test analysis also revealed that there were significant mean differences in students' SA and their knowledge (including physics, chemistry, biology, and earth sciences subscales) and reasoning skill subtest scores between higher-SCIS and lower-SCIS students, with generally large effect sizes. Stepwise regression analyses on higher-SCIS and lower-SCIS students also suggested that both students' SCIS subscales significantly explain the variance of their SA, knowledge, and reasoning ability with large effect sizes.

Alias & Hafir (2009) investigated to determine the relationship between the type of confidence-inducing stimulus, academic self-confidence and cognitive performance among engineering students. The study samples consisted of two groups of engineering students from a Malaysian polytechnic. The type of confidence-inducing stimulus (positive or negative) was the independent variable, cognitive performance was the dependent variable and ASC was the hypothesized mediating variable. The results indicate that the positive group has a statistically significantly higher ASC level (3.08) compared to the negative group (2.67) and the positive group also demonstrates a statistically significantly higher cognitive performance compared to the negative group; 71% and 54% respectively. It is concluded that boosting the ASC of engineering students can enhance their cognitive performance.

Vealey & Campbell (2010) conducted this study to (a) determine what achievement goal orientations are present in adolescent figure skaters, (b) examine the relationship between the goal orientations conceptualized by Maehr and Nicholls (1980) and those conceptualized by Vealey (1986), and (c) investigate the influence of different goal orientations on the pre-competitive self-confidence, pre-competitive anxiety, and actual performance of adolescent skaters. Subjects included 106 youth figure skaters participating in regional competitions. Skaters were found to have two achievement goal orientations which were termed extrinsic and task orientations. Some support was found for the relationship between the achievement orientations and the sport-confidence/competitive orientation constructs of Vealey. Also, a multivariate relationship was supported between the sport-confidence/achievement orientation predictor constructs and the self-confidence, anxiety, and performance of adolescent figure skaters in sports competitions.

Most of the studies whether conducted in India or abroad support multiple results leading to phenomena where the need for further research becomes imperative.

The contradictory findings of various studies mentioned above inspired the investigator to conduct research that makes “**A Comparative Study of Family Climate and Self-confidence among the Senior Secondary Students of Arts stream**”.

OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present study-

1. To compare the variable i.e., family climate of male and female students of the arts stream.
2. To compare the variable i.e., the self-confidence of male and female students of the arts stream.

HYPOTHESES

The following hypotheses are undertaken in this investigation:

1. There will be no statistically significant difference between the mean of male and female respondents of the arts stream in relation to their family climate.
2. There will be no statistically significant difference between the mean of male and female respondents of the arts stream in relation to their self-confidence.

METHODOLOGY:

The sample for the present study consisted of 345 (180 male and 165 female) arts stream students of senior secondary schools of the U.P. Board. The data was collected from Eastern U.P., India from 19 government schools. Students were randomly selected from the pre-selected schools as the sample for the study.

DESCRIPTION OF THE TOOLS USED:

In the present investigation, the Family Climate Scale prepared by Bhatia & Chadha (1993) and Self-confidence Inventory prepared by Agnihotri (1993) is used for this study.

PROCEDURE

The researcher personally visited all the selected schools, where students were consulted to explain the purpose of the study and were instructed how to respond to different tools. Further clarifications were offered on the questions/doubts raised by them and they were requested to cooperate with the investigator for successful completion of the research.

STATISTICAL TECHNIQUES EMPLOYED

Mean, Standard Deviation, and t-tests were employed in the present study. T-test was employed to find out the significance of the difference between the two groups

ANALYSIS OF RESULTS BASED ON ‘t’-RATIO

Comparison between Male and Female respondents of arts stream of the variable of Family Climate.

Objective-1- To compare the variable i.e., Family Climate of male and female students of the Arts stream.

Hypothesis-1- There will be no statistically significant difference between the mean of male and female respondents of the arts stream in relation to their Family Climate.

To compare the Family Climate of male and female students of the arts stream, a t-test was applied. The mean scores and S.D. were found and the t-value was calculated. The mean scores, S.D., and t-value of various dimensions of Family Climate of male and female respondents of the arts stream are given in Table-1.

Table-1 Showing the significance of the difference between the mean scores of Male and Female respondents of the Arts stream on the variable of Family climate

Dimensions of Family Climate (FC)	Males (Arts Stream) N=180		Females (Arts Stream) N=165		Df	t-value
	Mean	S.D	Mean	S.D		
Cohesion (F1)	52.37	6.19	53.34	5.10	343	1.585 ^{NS}
Expressiveness (F2)	30.60	4.31	30.92	3.99		.716 ^{NS}
Conflict (F3)	42.04	5.65	41.65	5.30		.650 ^{NS}
Acceptance & Caring (F4)	42.97	4.69	42.24	4.97		1.403 ^{NS}
Independence (F5)	29.62	4.44	30.07	4.61		.936 ^{NS}
Active-Recreational Orientation (F6)	27.29	3.86	27.56	3.83		.649 ^{NS}
Organization (F7)	7.58	1.82	7.20	1.84		1.941 [*]
Control (F8)	15.12	3.09	15.28	2.98		.495 ^{NS}
Total	247.58	21.426	248.26	21.846		.296^{NS}

* = significant at .05 level.

N.S = Not Significant.

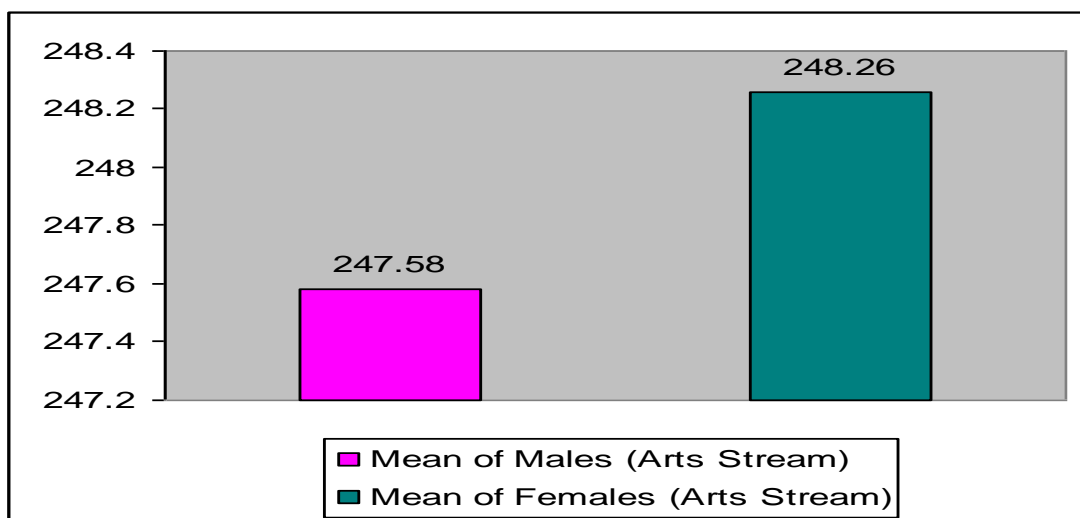


Fig.1- Mean scores of male and female respondents of arts stream on the variable of Family climate.

- The table-1 indicates that there exists no significant difference between Male and Female respondents of the Arts stream on the measure of the factor Cohesion. The t-value was 1.585, and the mean values were 52.37 and 53.34 for males and females, respectively. So, it can be said very safely that both male and female respondents of the Arts stream have the same or equal level of Cohesion.
- The table-1 depicts that there exists no significant difference between Male and Female respondents of the Arts stream on the measure of the factor Expressiveness. The t-value was 0.716, and the mean values are 30.60 and 30.92 for males and females, respectively. So it can be said very safely that both male and female respondents of the Arts stream have the same or equal level of Expressiveness.
- According to Table-1 no significant difference is found between male and female respondents of the Arts stream on the measure of the factor Conflict. The t-value came out to be 0.650 and the mean values are 42.04 and 41.65 for males and females respectively. So it can be said very safely that both male and female respondents of the Arts stream have the same or equal level of Conflict.
- Table 1 shows that there exists no significant difference between male and female respondents of the Arts stream on the measure of the factor Acceptance & caring. The t-value came out to be 1.403 and the mean values are 42.97 and 42.24 for males and females respectively. So it can be said that Male and Female respondents of the Arts stream experience the same or equal level of Acceptance and caring.
- It is clear from Table 1 that there exists no significant difference between male and female respondents of the Arts stream on the measure of the factor Independence. The t-value came out to be .936 and the mean values for males and females are 29.62 and 30.07 respectively. So it can be said that both male and female respondents of the Arts stream have having same or equal Independence.
- It is clear from Table 1 that there exists no significant difference between male and female respondents of the Arts stream on the measure of the factor of Active recreational orientation. The t-value came out to be .649 and the mean values for males and females were 27.29 and 27.56 respectively. So, it can be said that both male and female respondents of the Arts stream have the same or equal Active recreational orientation.
- The table-1 depicts that there exists a significant difference between Male and Female respondents of the Arts stream on the measure of the factor Organization. The t-value was 1.941, and the mean values were 7.58 and 7.20 for males and females, respectively. So, it can be said that male respondents of the arts stream are better than female respondents of the Arts stream on the factor Organization.
- The table-1 shows that there is no significant difference between Male and Female respondents of the Arts stream on the measure of the factor Control. The calculated t-value is 0.495 and the mean values are 15.12 and 15.28 for males and females respectively. So, it can be said that both male and female respondents of the Arts stream have having same or equal control

Thus, the above table indicates no significant difference exists between Male and Female respondents of the Arts stream on the measure of the variable of Family climate. The t-value was 0.296, and the mean values were 247.58 and 248.26 for males and females, respectively. So, it can be said very safely that both male and female respondents of the Arts stream have the same or equal type of Family climate. Thus, the first hypothesis i.e., *“there will be no significant difference between the male and female respondents of arts stream in relation to their predictor variable (i.e., family climate)”* is accepted.

Comparison between Male and Female respondents of arts stream on the variable of Self Confidence.

Objective-2- To compare the variable i.e., the self-confidence of male and female students of the Arts stream.

Hypothesis-2- There will be no statistically significant difference between the mean of male and female respondents of the arts stream in relation to their Self-confidence.

To compare the Self-confidence of male and female students of the arts stream, a t-test was applied. The mean scores and S.D. were found and the t-value was calculated. The mean scores, S.D., and t-value of various dimensions of self-confidence of male and female respondents of the arts stream are given in Table 2.

Table-2 Showing the significance of the difference between the mean scores of Male and Female respondents of the Arts stream on the variable of Self-confidence

Independent Variable	Males (Arts Stream) N=180		Females (Arts Stream) N=165		df	t-value
	Mean	S.D	Mean	S.D		
Self-confidence	27.44	8.320	30.81	9.024	343	3.587**

** = significant at .01 level.

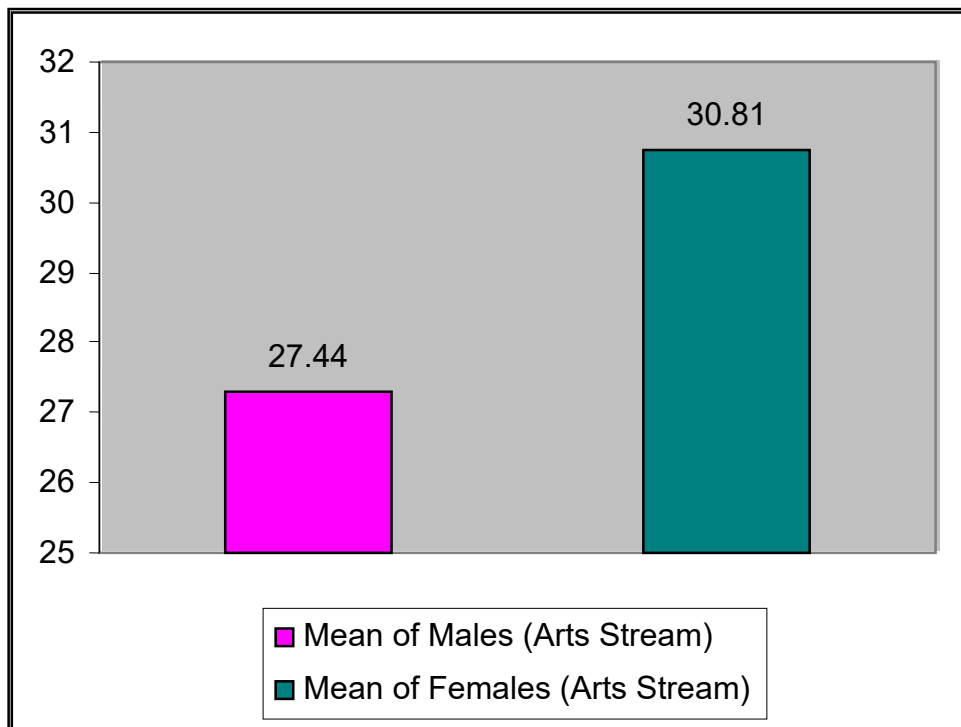


Fig.2- Mean scores of male and female respondents of the arts stream on the variable of Self-confidence

The above table indicates that there exists a significant difference between male and female respondents of the Arts stream on the measure of variable Self-confidence. The calculated t-value is 3.587. The mean values also differ between the two groups as 27.44 and 30.81 respectively. It clearly shows that females are better than males on the variable of Self-confidence. Thus, it can be said with assurance that there is a marked difference between male and female respondents of the Arts stream on the variable of Self-confidence because the calculated value is significant even at a 0.05 confidence level. Thus, the second hypothesis *“there will be no significant difference between the male and female respondents of arts stream in relation to their predictor variable (i.e., self-confidence)”* is rejected.

FINDINGS OF THE STUDY:

Comparison of male and female respondents of arts stream on the variable of Family climate.

No significant difference was found between male and female respondents of the arts stream on the factors of Cohesion, expressiveness, conflict, acceptance and caring, independence, active recreational orientation, and control.

A significant difference was found between male and female respondents of the arts stream on the factor Organization. Males possess a higher mean on factor Organization as compared to females.

Thus, we can say that no significant difference was found between Male and Female respondents of the Arts stream on the variable of Family climate.

Comparison of male and female respondents of arts stream on the variable of Self-confidence.

A significant difference was found between male and female respondents of the arts stream on the variable of self-confidence. The mean value of females on the variable of Self-confidence is found higher as compared to the mean value of males.

SUGGESTIONS FOR FURTHER RESEARCH

The present study was conducted using a small sample; even then interesting results were obtained which motivated the investigator to recommend some ideas for further research.

1. The present investigation was carried out on 345 arts stream students, studying in class XII of the intermediate colleges of Etawah and Aligarh city. A similar study can be carried out on a larger sample to get better and more authentic results.
2. A similar study can be carried out on students of different educational levels, different age groups, different educational streams, and different levels of socio-economic status.
3. A comparative study of a similar type may be conducted on rural and urban students.
4. The present investigation is confined only to the students studying in intermediate classes (XII) of the Board of Aligarh and Etawah Districts. Other districts or regions of the state should be included for further research.
5. This study is confined only to the government. U.P. Board senior secondary school students; its findings cannot be applied to all the stages of education. Thus, there is a need to generalize this study by taking a sample from all levels of schooling to corroborate the findings of the study.

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