



A study of self-confidence and stress among boy's and girls' students

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Abstract

Self-confidence and stress are important psychological variables that significantly influence students' academic performance, mental health, and overall personality development. Adolescence and early adulthood are crucial stages during which students experience academic pressure, social expectations, and emotional challenges. Students studying in developing districts like Dhule face additional challenges such as limited educational resources, socio-economic constraints, and career uncertainty, which may affect their self-confidence and stress levels differently among boy's and girls'.

The present study aims to examine the level of self-confidence and stress among boy's and girls' students of Dhule district and to analyze the differences between these two groups. A sample of 200 students (100 boy's and 100 girls') aged 16–22 years was selected from schools and colleges of Dhule district using random sampling. The Self-Confidence Inventory and Perceived Stress Scale were used for data collection. Mean, standard deviation, independent t-test, and Pearson's correlation coefficient were used for statistical analysis. The results revealed that boy's showed higher self-confidence, while girls' experienced higher stress levels. A significant negative relationship between self-confidence and stress was found. The study highlights the need for counseling and confidence-building programs for students in Dhule district.

Keywords: Self-confidence, stress, boy's, girls' students

Introduction

Self-confidence and stress play a vital role in students' psychological well-being, academic success, and overall personality development. Self-confidence refers to an individual's belief in their abilities, competence, and self-worth. It enables students to face challenges confidently, make independent decisions, and perform effectively in academic and social situations. Students with high self-confidence tend to show better academic performance, greater participation in classroom activities, and healthier interpersonal relationships. On the other hand, students with low self-confidence may experience self-doubt, fear of failure, poor decision-making, and reduced motivation. Stress refers to the psychological and emotional pressure experienced when individuals feel that the demands placed upon them exceed their coping capacity. Among students, stress has become increasingly common due to academic competition, examination pressure, parental expectations, peer comparison, and uncertainty about future careers. While a moderate level of stress may motivate students to work harder, excessive stress may negatively affect mental health, emotional stability, physical well-being, and academic achievement.

Students studying in districts like Dhule may face additional sources of stress due to limited educational facilities, lack of academic exposure, financial difficulties, and insufficient career guidance. Many students from this region belong to economically weaker sections, which may increase pressure to perform well academically and secure stable employment. These challenges can significantly influence students' stress levels and may also affect their self-confidence. Limited access to resources and opportunities can reduce students' belief in their abilities and create feelings of inadequacy.

Gender differences play an important role in psychological experiences related to self-confidence and stress. Boy's are often encouraged to be independent, confident, and

competitive, which may enhance their self-confidence but also increase performance-related stress. Girls', on the other hand, may experience greater emotional pressure, social restrictions, and fear of failure. Cultural expectations and traditional gender roles prevalent in regions like Dhule may further affect girls' self-confidence and increase their vulnerability to stress. Understanding self-confidence and stress among boy's and girls' students of Nandur is essential for promoting mental health and academic development. Students with higher self-confidence are generally better able to cope with stress and academic challenges. Therefore, the present study aims to examine the levels of self-confidence and stress among students of Dhule district and to explore the relationship between these two psychological variables.

Self-Confidence among Students

Self-confidence is an important personality trait that helps students believe in their abilities and face academic as well as life challenges effectively. It enables students to make decisions, take responsibility, and approach tasks with a positive attitude. Students with high self-confidence are more likely to participate actively in classroom discussions, express their ideas freely, ask questions without fear, and engage confidently in academic and co-curricular activities. Such students also cope better with academic pressure and are able to handle failures and setbacks without losing motivation.

Self-confidence develops through positive experiences, encouragement from teachers and parents, academic success, peer support, and a supportive educational environment. Recognition of achievements and constructive feedback further strengthen students' belief in their abilities. In Dhule district, students may face several challenges such as limited academic resources, language barriers, lack of exposure, and inadequate career guidance, which may negatively affect their confidence levels. Rural background,

financial difficulties, and limited educational facilities may also contribute to feelings of self-doubt among students. Gender differences can also be observed in the development of self-confidence. Boy's are often socially encouraged to be confident, assertive, and independent, which may enhance their self-confidence. They are generally given more freedom to explore opportunities and express opinions. Girls', however, may experience self-doubt due to societal expectations, fear of judgment, restricted mobility, and limited opportunities. Traditional gender roles and lesser encouragement in decision-making may negatively impact their confidence, particularly in academic and career-related areas.

Stress Among Boy's and Girls' Students

Stress is a common psychological problem experienced by students due to academic demands, competitive environments, and social pressures. While a moderate level of stress can motivate students to perform better and remain focused, excessive or prolonged stress can have harmful effects. High levels of stress may lead to anxiety, poor concentration, emotional instability, low academic performance, and various physical health problems.

In Dhule district, students may experience stress due to examination pressure, financial problems, family responsibilities, and uncertainty about higher education or employment opportunities. Limited access to guidance and counseling services can further increase stress levels. Girls' often experience higher stress due to emotional sensitivity, academic expectations, social restrictions, and pressure to meet family and societal norms. Boy's, on the other hand, may experience stress related to performance pressure, peer competition, and future responsibilities such as career success and financial stability.

Relationship between Self-Confidence and Stress

Self-confidence and stress are closely related psychological variables. Generally, students with higher self-confidence experience lower levels of stress because they believe in their ability to handle challenges and overcome difficulties. High self-confidence helps students cope effectively with academic pressure, manage emotions, and maintain a positive outlook toward learning and life situations.

In contrast, students with low self-confidence may experience higher stress due to fear of failure, negative self-evaluation, and lack of effective coping skills. Such students may feel overwhelmed by academic demands and social expectations. Understanding the relationship between self-confidence and stress is important for developing effective educational and psychological interventions aimed at improving students' mental health, academic performance, and overall well-being.

Objectives of the Study

- To study the level of self-confidence among boy's and girls' students of Dhule district.
- To study the level of stress among boy's and girls' students of Dhule district.
- To examine gender differences in self-confidence.
- To examine gender differences in stress.
- To study the relationship between self-confidence and stress among students.

Hypotheses

- Boy's students will show higher self-confidence than girls' students.

- Girls' students will experience higher stress than boy's students.
- There will be a significant negative relationship between self-confidence and stress.

Methodology

Sample

The sample consisted of 200 students (100 boy's and 100 girls') aged 16–22 years. The participants were selected from schools and colleges of using a random sampling method.

Tools Used

Self-Confidence Inventory

The Self-Confidence Inventory was used to assess the level of self-confidence among students. This tool measures students' belief in their abilities, sense of self-worth, and confidence in academic as well as social situations. It helps in understanding how students perceive their competence, decision-making ability, and capacity to face challenges. Higher scores on the inventory indicate a higher level of self-confidence, while lower scores reflect self-doubt and lack of confidence. The concept of self-confidence has long been studied in psychology, with early theoretical foundations laid by psychologists such as William James and later expanded by Albert Bandura through his theory of self-efficacy. Several standardized self-confidence inventories have been developed over time based on these theoretical foundations. The inventory used in the present study is a standardized psychological tool that has been widely applied in educational and psychological research to measure confidence levels among adolescents and students.

In the present study, the Self-Confidence Inventory was administered to boy's and girls' students of Dhule district in a group setting. Clear instructions were provided to the participants, and they were encouraged to respond honestly. The tool was used to compare self-confidence levels between boy's and girls' and to examine its relationship with stress. The responses were scored according to the standardized scoring procedure provided in the manual. The Self-Confidence Inventory has adequate reliability and validity, making it suitable for research purposes. Reliability refers to the consistency of the tool, while validity ensures that the inventory measures self-confidence accurately. Due to these psychometric properties, the tool was considered appropriate for assessing self-confidence among students in the present research.

Perceived Stress Scale

The Perceived Stress Scale (PSS) was used to measure the level of stress experienced by students in their daily lives. This scale assesses how individuals perceive situations as stressful and how often they feel overwhelmed, tense, or unable to cope with demands. Higher scores on the Perceived Stress Scale indicate higher levels of perceived stress, while lower scores indicate better stress management and lower stress perception. The Perceived Stress Scale was developed by Sheldon Cohen, Tom Kamarck, and Robin Mermelstein in 1983 [3]. It is one of the most widely used psychological instruments for measuring stress perception. The scale is based on the idea that stress is not only determined by external events but also by how individuals perceive and interpret those events. The PSS has been

extensively used in studies involving students, working professionals, and clinical populations. In the present study, the Perceived Stress Scale was administered to assess stress levels among boy’s and girls’ students in Dhule district. The scale helped in identifying the extent to which students felt stressed due to academic pressure, family responsibilities, financial concerns, and future uncertainties. The tool was administered under standardized conditions, and participants were asked to respond based on their experiences during the recent past. The Perceived Stress Scale has been found to have good reliability and validity across different populations and cultural settings. Its simplicity, clarity, and strong psychometric properties make it suitable for assessing stress among students. Therefore, it was considered an appropriate tool for the present investigation.

Statistical Analysis

For the analysis of the collected data, appropriate statistical techniques were employed. Descriptive statistics such as mean and standard deviation were used to understand the general trend and variability of self-confidence and stress scores among students. The independent sample *t*-test was used to examine significant differences between boy’s and girls with respect to self-confidence and stress. Furthermore, Pearson’s correlation coefficient was used to study the relationship between self-confidence and stress among students. This analysis helped in determining whether self-confidence was positively or negatively related to stress levels. The use of these statistical techniques enabled a clear and systematic interpretation of the data, contributing to the achievement of the objectives of the study.

Results and Discussion

The purpose of the analysis was to examine the difference in self-confidence and stress levels between boy’s and girls’ students of Dhule district and to study the relationship between self-confidence and stress among students. The data were analyzed using mean, standard deviation, independent sample *t*-test, and Pearson’s correlation coefficient.

Comparison of Self-Confidence and Stress among Boy’s and Girls’ Students

| Variable | Group | N | Mean | S. D. | t-value |
|-----------------|--------|-----|-------|-------|---------|
| Self-Confidence | Boy’s | 100 | 72.30 | 8.50 | 2.85* |
| | Girls’ | 100 | 68.10 | 9.10 | |
| Stress | Boy’s | 100 | 42.60 | 8.90 | 3.10* |
| | Girls’ | 100 | 47.80 | 9.30 | |

*Significant at 0.05 level

Table 1 presents the comparison of self-confidence and stress among boy’s and girls’ students. The table includes the sample size (N), mean scores, standard deviation (S. D.), and *t*-values for both variables.

The mean self-confidence score of boys was 72.30 with a standard deviation of 8.50, whereas the mean self-confidence score of girls was 68.10 with a standard deviation of 9.10. The mean score of boys was higher than that of girls’, indicating that boys possess a higher level of self-confidence. The obtained *t*-value was 2.85, which was found to be significant at the 0.05 level. This significant

difference indicates that the variation in self-confidence between boy’s and girls’ is not due to chance factors. With regard to stress, the mean stress score of boys was 42.60 with a standard deviation of 8.90, while the mean stress score of girls was 47.80 with a standard deviation of 9.30. The higher mean score of girls indicates that they experience greater stress compared to boys. The obtained *t*-value for stress was 3.10, which was also significant at the 0.05 level, showing that the difference in stress levels between boy’s and girls’ is statistically meaningful. Overall, the results from Table 1 indicate that boy’s students have higher self-confidence and lower stress, whereas girls’ students have lower self-confidence and higher stress. Since both *t*-values were found to be significant, gender differences play an important role in influencing self-confidence and stress among students in the Dhule district.

Correlation between Self-Confidence and Stress

| Variables | r-value |
|--------------------------|---------|
| Self-Confidence & Stress | -0.58* |

*Significant at 0.05 level

Table 2 presents the correlation between self-confidence and stress using Pearson’s correlation coefficient. The obtained *r*-value was -0.58, which indicates a negative relationship between self-confidence and stress. The negative sign shows that as self-confidence increases, stress levels decrease. The value of -0.58 represents a moderate to strong correlation, and the correlation was found to be significant at the 0.05 level.

This finding indicates that students with higher self-confidence tend to experience lower stress levels, whereas students with lower self-confidence experience higher stress. The results suggest that self-confidence plays an important role in managing stress among students. Higher self-confidence appears to reduce vulnerability to stress, while lower self-confidence increases susceptibility to stress. Therefore, developing self-confidence through guidance, counseling, and supportive educational environments may help in reducing stress and improving students’ overall psychological well-being.

Conclusion

The present study was undertaken to examine self-confidence and stress among boy’s and girls’ students of Dhule district and to understand the relationship between these two important psychological variables. The findings of the study revealed that boy’s’ students possess significantly higher levels of self-confidence compared to girls’ students. In contrast, girls’ students were found to experience higher levels of stress. These differences may be influenced by social, cultural, and environmental factors such as gender-based expectations, availability of opportunities, academic pressure, and emotional demands faced by students. The study also revealed a significant negative relationship between self-confidence and stress, indicating that as self-confidence increases, stress levels tend to decrease. This finding highlights the protective role of self-confidence in managing stress. Students with higher self-confidence are more likely to believe in their abilities, approach academic challenges positively, and adopt effective coping strategies. As a result, they are better able to handle academic and emotional pressures. On the other hand, students with lower

self-confidence may experience fear of failure, negative self-evaluation, and difficulty in coping with stress, which increases their vulnerability to psychological problems.

The findings of the present study emphasize the importance of promoting self-confidence among students as a means of improving their mental health and academic performance. Enhancing self-confidence can help students develop resilience, emotional stability, and a positive self-image. This, in turn, enables them to face challenges more effectively and reduces the harmful effects of stress. Therefore, self-confidence should be considered an essential component of students' overall personality development. The results of the study highlight the need for counseling services, stress-management programs, and confidence-building activities in schools and colleges of Dhule district. Educational institutions should provide guidance and support to help students manage academic pressure, develop coping skills, and strengthen their self-belief. Special attention should be given to girls' students, who were found to experience lower self-confidence and higher stress levels. Programs aimed at empowering girls', encouraging participation, and providing equal opportunities can play a crucial role in improving their confidence and reducing stress. In conclusion, the present study contributes to a better understanding of the role of self-confidence in managing stress among students. By creating supportive educational environments and implementing appropriate psychological interventions, it is possible to promote better mental health, academic success, and overall personality development among students of Dhule district.

Self-confidence and stress play a vital role in students' psychological well-being, academic success, and overall personality development. Self-confidence refers to an individual's belief in their abilities, competence, and self-worth. It enables students to face challenges confidently, make independent decisions, and perform effectively in academic and social situations. Students with high self-confidence tend to show better academic performance, greater participation in classroom activities, and healthier interpersonal relationships. On the other hand, students with low self-confidence may experience self-doubt, fear of failure, poor decision-making, and reduced motivation. Stress refers to the psychological and emotional pressure experienced when individuals feel that the demands placed upon them exceed their coping capacity. Among students, stress has become increasingly common due to academic competition, examination pressure, parental expectations, peer comparison, and uncertainty about future careers. While a moderate level of stress may motivate students to work harder, excessive stress can negatively affect mental health, emotional stability, physical well-being, and academic achievement.

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Gender differences play an important role in psychological experiences related to self-confidence and stress. Boys are often encouraged to be independent, confident, and competitive, which may enhance their self-confidence but also increase performance-related stress. Girls, on the other hand, may experience greater emotional pressure, social restrictions, and fear of failure. Cultural expectations and traditional gender roles prevalent in regions like Dhule may further affect girls' self-confidence and increase their vulnerability to stress. Understanding self-confidence and stress among boys and girls' students of Nandur is essential for promoting mental health and academic development. Students with higher self-confidence are generally better able to cope with stress and academic challenges. Therefore, the present study aims to examine the levels of self-confidence and stress among students of Dhule district and to explore the relationship between these two psychological variables.

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Self-confidence is an important personality trait that helps students believe in their abilities and face academic as well as life challenges effectively. It enables students to make decisions, take responsibility, and approach tasks with a positive attitude. Students with high self-confidence are more likely to participate actively in classroom discussions, express their ideas freely, ask questions without fear, and engage confidently in academic and co-curricular activities. Such students also cope better with academic pressure and are able to handle failures and setbacks without losing motivation.

Self-confidence develops through positive experiences, encouragement from teachers and parents, academic success, peer support, and a supportive educational environment. Recognition of achievements and constructive feedback further strengthen students' belief in their abilities. In Dhule district, students may face several challenges such as limited academic resources, language barriers, lack of exposure, and inadequate career guidance, which may negatively affect their confidence levels. Rural background, financial difficulties, and limited educational facilities may also contribute to feelings of self-doubt among students. Gender differences can also be observed in the development of self-confidence. Boys are often socially encouraged to be confident, assertive, and independent, which may enhance their self-confidence. They are generally given more freedom to explore opportunities and express opinions. Girls, however, may experience self-doubt due to societal expectations, fear of judgment, restricted mobility, and limited opportunities. Traditional gender roles and lesser encouragement in decision-making may negatively impact their confidence, particularly in academic and career-related areas.

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Hypotheses

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scores among students. The independent sample *t*-test was used to examine significant differences between boy’s and girls with respect to self-confidence and stress. Furthermore, Pearson’s correlation coefficient was used to study the relationship between self-confidence and stress among students. This analysis helped in determining whether self-confidence was positively or negatively related to stress levels. The use of these statistical techniques enabled a clear and systematic interpretation of the data, contributing to the achievement of the objectives of the study.

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This finding indicates that students with higher self-confidence tend to experience lower stress levels, whereas students with lower self-confidence experience higher stress. The results suggest that self-confidence plays an important role in managing stress among students. Higher self-confidence appears to reduce vulnerability to stress, while lower self-confidence increases susceptibility to stress. Therefore, developing self-confidence through guidance, counseling, and supportive educational environments may help in reducing stress and improving students’ overall psychological well-being.

Conclusion

The present study was undertaken to examine self-confidence and stress among boy’s and girls’ students of Dhule district and to understand the relationship between these two important psychological variables. The findings of the study revealed that boy’s students possess significantly higher levels of self-confidence compared to girls’ students. In contrast, girls’ students were found to experience higher levels of stress. These differences may be influenced by social, cultural, and environmental factors such as gender-based expectations, availability of opportunities, academic pressure, and emotional demands faced by students. The study also revealed a significant negative relationship between self-confidence and stress, indicating that as self-confidence increases, stress levels tend to decrease. This finding highlights the protective role of self-confidence in managing stress. Students with higher self-confidence are more likely to believe in their abilities, approach academic challenges positively, and adopt effective coping strategies. As a result, they are better able to handle academic and emotional pressures. On the other hand, students with lower self-confidence may experience fear of failure, negative self-evaluation, and difficulty in coping with stress, which increases their vulnerability to psychological problems.

The findings of the present study emphasize the importance of promoting self-confidence among students as a means of improving their mental health and academic performance. Enhancing self-confidence can help students develop resilience, emotional stability, and a positive self-image. This, in turn, enables them to face challenges more effectively and reduces the harmful effects of stress. Therefore, self-confidence should be considered an essential component of students’ overall personality development. The results of the study highlight the need for counseling services, stress-management programs, and confidence-building activities in schools and colleges of Dhule district. Educational institutions should provide guidance and support to help students manage academic pressure, develop coping skills, and strengthen their self-belief. Special attention should be given to girls’ students, who were found to experience lower self-confidence and higher stress levels. Programs aimed at empowering girls’, encouraging participation, and providing equal opportunities can play a crucial role in improving their confidence and reducing

stress. In conclusion, the present study contributes to a better understanding of the role of self-confidence in managing stress among students. By creating supportive educational environments and implementing appropriate psychological interventions, it is possible to promote better mental health, academic success, and overall personality development among students of Dhule district.

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