

---

**Research Papers**

---

**Analysis of Self-Confidence, Study Habits and Attitudes of Physically Active and Non-Active Adolescents**

**Dr. Sanjit Sardar,**  
Associate Professor,  
PG Govt. College, Sector-11,  
Chandigarh

---

**Abstract**

*The aim of the study was to study the level of self-confidence, study habits and attitudes of adolescents and to compare self-confidence and study habits and attitudes among adolescent students of physical education and non physical education adolescent students. 120 adolescents from different schools of Chandigarh were selected. The sample was further classified into 2 groups 60 practicing physical exercise and 60 non physical education adolescent students. Agnihotri's Self-Confidence Inventory (ASCI), and to test study habits, Tests of Study Habits and Attitudes by Dr. C.P. Mathur was used to collect the data.*

---

Results shows that the students practicing physical exercise were more self confident than those not practicing physical exercise. In the variable study habits and attitudes, the adolescents practicing physical exercise scored better than those who did not, in the sub variables of study habits, mental conflict, self confidence and examination the difference was not significant for the sub areas of attitude towards teacher, school and home environment, attitude towards education,

Key words: self-confidence, study habits, attitudes, Inventory.

**Introduction:**

Adolescence is a period of stress and storm due to various physical and psychological changes going on in an individual. These changes affect the self-confidence and study habits and attitude of the adolescent students. This is a period of many changes like biological changes associated with puberty, social and psychological changes associated with the emergence of the demands of the modern society. Such diverse and rapid changes cause a heightened potential for both positive and negative outcomes. Most adolescents pass through this period of development with essentially high level of storm and stress that affects their self-confidence. Growth and development of adolescents should be carefully fostered by providing scope through various sources (Chawla,2008). In our eagerness to rush the adolescent on to academic learning we often overlook the importance of his motor, physical and psychological development. Indeed, one often comes across schools for adolescents which have little or no equipment for physical and mental health development. the adolescent's social contacts are made through play and exercise his physical abilities become increasingly instrumental in various forms of play and regular formal exercise program routine. Hence, the adolescent's social acceptability and social adjustments depends on his motor and physical development which can be inherited through exercise. Physical exercise helps a person to understand and accept inevitable bodily disadvantages if any, and to correct them as far as possible through instruments to aid the body. The fundamental objectives of physical exercise are protection and improvement by health and the development of organic fitness.

Exercise should aim to provide skilled leadership, adequate facilities and ample time for affording full opportunity for individual and groups to participate in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound. Jha (2004) expressed self-confidence as an attitude which allows individuals to have positive yet realistic views of themselves and their situation. According to Merriam Webster's Collegiate Dictionary (2001), study habits is the tendency of pupil or student to study, when the opportunities are given, the pupils or students way of studying whether systematic or unsystematic efficient or inefficient etc. According to Skinner (1974), attitude is defined as a developmental state of organismic valance, created by psychobiological processes, exerting a motivational influence upon the individual's responsive behavior in situation directly and indirectly related to it. According to Jain and Robison (1969), study habits include continuous concentrated study, studying according to the time table regularly in preparing and learning lessons, adopting a sitting posture etc. Students who have such study habits are likely to excel the other students of equal intelligence in academic achievement because of their superior study habits. Skinner (1974) in his research understood attitude as developmental state of organismic valance, created by psychobiological process, exerting a motivational influence upon the individual's responsive behaviour in situation directly and indirectly related to it. Bhagi & Sharma (1992) pointed attitude as more or less stable predisposition to react in either a positive or negative manner to give categories of persons or objects. Davis, Ecshelman & Mckey (2000) felt that one may get stuck in one's own stressful students study habits but one can relieve oneself by practice of exercise. All it takes is persistence, patience and time. Leitner & Daniel (2000), studied usage of psychological skills of exercise for empowering student's self-confidence. In the study, exercises were used for three weeks period. During this time, students also learned goal setting with their exercises. The results of the studies suggested that exercise of any kind can increase self-confidence in a student when used in conjunction with goal setting. According to Vohra (2002), students are now a day's victim of many problems and many mental and physical health hazards due to stress. By training students for physical exercise it helps to deal with their negative attitudes to manage better in their academic. Jha (2004) revealed that attitudes are affected by the level of academics and regular levels of exercise of subject; it also reduced academic stress among students. Puri. Mukherjee, & Mukherjee (2007) also discussed that the performance of a player or an athlete is significantly related to his psychological functioning. It is a known fact that athletes react to competitive situations and difficulties, depending on their personality structure motivation, self concept, confidence level and experiences during training and competition. Adolescents can be helped for solving their psycho-physical problems. They can be assisted for study habits, attitudes and their other needs in life for better health and self- confidence. Thus, a lot of research activity has to be generated to understand the adolescents, to analyze the dynamics of their behavior so that correct appreciation of their potential, promise and problems could be made, to understand the adolescents, their self-confidence and their study habits and attitudes.

#### Objectives of Study:

The following objectives were drawn for the study:-

1. To study the level of self-confidence of adolescents.
2. To analysis of study habits and attitudes of adolescents.
3. To compare self-confidence among adolescent students of physical education and non physical education adolescent students.
4. To compare study habits and attitudes among adolescent students of physical education and non physical education adolescent students.

Methodology: Sample of 120 adolescents from different schools of Chandigarh was selected. The sample was further classified into 2 groups (N=120) Goup-1: adolescent students (n=60) of physical education (practicing physical exercise) and Group-2: non physical (inactive) education adolescent students (n=60).

Tools used: Standardized tools were used, namely, i) Agnihotri's Self-Confidence Inventory (ASCI) (1987). The inventory has 56 items. The lower the score, the higher would be the level self-confidence and vice-versa; and ii) Tests of Study Habits and Attitudes by Dr. C.P. Mathur (1990). This test contains 60 items printed in Hindi. The items are based on nine major areas of study techniques, habits and attitudes, viz. Attitudes towards teachers ;School and home environment; Attitudes towards education; Study habits ; Mental conflict; Concentration ; Home assignment; Self-Confidence and Examinations.

Results and discussions: After collection of data, scoring was done. Scores were further subjected to statistical analysis. Frequency distribution, measure of central tendency, standard deviation, skewness and kurtosis were worked out in respect of both groups separately. To test if the obtained 't' values are significant, confidence levels were established at 0.05 and 0.01 level separately. After finishing the statistical computation, the analysis of data has been made and on the basis of analysis, conclusions were drawn.

The abbreviations used in the tables are: ATT- attitude towards teacher, SHE- school and home environment, ATE- attitude towards education, MC-mental conflict, Con- concentration, HA- home assignment, SC- self confidence, Ex- examination. Table 1: Mean, Median, Standard Deviation, skewness and kurtosis for self- confidence study habits and attitudes, attitude towards teacher, school and home environment, attitude towards education, mental conflict, concentration, home assignment, self confidence and examination variables of total sample of adolescents

**Table-1**

Total samples										
	Self conf.	Study habit	ATT.	SHE.	ATE.	MC.	Con.	HA	SC	Ex
Mean	25.03	49.79	2.65	2.25	1.93	1.52	4.17	2.55	1.64	4.13
Median	25.00	51.50	3.00	2.00	2.00	1.00	4.00	3.00	2.00	4.00
SD	10.58	5.044	1.268	1.031	0.604	1.250	1.642	1.173	0.797	1.749
Skewness	0.039	-0.842	0.059	-0.006	0.028	0.434	0.354	-0.551	-0.071	0.205
Kurtosis	-0.282	-0.038	-0.700	-0.802	-0.227	-0.882	-6.76	-0.607	-0.433	-0.802

Table 2 depicts findings on the variables on the adolescents practicing physical exercise. Mean, Median, Standard Deviation, skewness and kurtosis for self confidence study habit and attitude, attitude towards teacher, school and home environment, attitude towards education, mental conflict, concentration, home assignment, self confidence, examination variables of adolescents students of physical education (practicing physical exercise).

**Table-2**

A adolescents of physically active										
	Self conf.	Study habit	ATT.	SHE.	ATE.	MC.	Con.	HA	SC	Ex
Mean	32.73	51.32	2.52	2.30	1.92	1.27	4.08	2.78	1.73	4.37
Median	33.00	52.00	3.00	2.00	2.00	1.00	4.00	3.00	2.00	4.00
SD	7.293	4.332	1.066	0.997	0.561	1.133	1.555	1.043	0.756	1.626
Skewness	0.446	-1.199	0.042	-0.219	-0.032	0.678	0.473	-0.938	0.242	-0.035
Kurtosis	-0.210	1.660	-0.867	-0.444	0.268	-0.160	-0.359	0.396	-0.757	-0.511

Table 3: Mean, Median, Standard Deviation, skewness and kurtosis for self confidence study habit and attitude, attitude towards teacher, school and home environment, attitude towards education, mental conflict, concentration, home assignment, self confidence, examination variables of non physical education students (not practicing physical exercise)

A adolescents of physically inactive										
	Self conf.	Study habit	ATT.	SHE.	ATE.	MC.	Con.	HA	SC	Ex
Mean	17.32	48.27	2.78	2.20	1.95	1.77	4.25	2.32	1.55	3.90
Median	18.00	50.00	3.00	2.00	2.00	1.50	4.00	2.00	2.00	4.00
SD	7.196	5.275	1.439	1.070	0.649	1.320	1.733	1.255	0.832	1.848
Skewness	-0.105	-0.554	-0.065	0.185	0.047	0.173	0.246	-2.06	-2.55	0.468
Kurtosis	0.445	-0.764	-0.862	-0.996	-0.538	-1.244	0.878	-0.984	-0.426	-0.764

The t values obtained to understand the difference on the scores on self confidence, study habits and attitudes at 0.05 and 0.01 levels. The significant values show the results is support of physical exercise which the empirical findings reflect. The major findings of the study were: the students practicing physical exercise were more self confident (significant at 0.05 level) than those not practicing physical exercise. In the variable study habits and attitudes, the adolescents practicing physical exercise scored better than those who did not, in the sub variables of study habits, mental conflict, self confidence and examination at 0.05 level of significance. The difference was not significant for the sub areas of attitude towards teacher, school and home environment, attitude towards education, concentration, and home assignment though they did score higher (than those not practicing physical exercise).

Table 4: Table showing t-value for self confidence study habit and attitude, attitude towards teacher, school and home environment, attitude towards education, mental conflict, concentration, home assignment, self confidence and examination.

Selected Variables	t-values
• Self-Confidence	11.656*
• Study Habit Attitude,	-3.461*
• Attitude Towards Teacher,	1.154
• School and Home Environment,	-0.530
• Attitude Towards Education,	0.301
• Mental Conflict,	2.227*
• Concentration,	0.554
• Home Assignment,	-2.215*
• Self Confidence,	-1.263*
• Examination	-1.469*

\*significant at 0.05 level

The study implies promoting physical exercise among adolescents to improve the self image, self concept, self esteem and their overall well being. The educational institutions can promote the physical activities as a regime, as much as the subject of physical education to be made an integral part of the curriculum. Teachers too should display their exemplary role by paying attention to students and sensitively catching the cues towards any fluctuations. As the empirical findings reflect, there is a need to cultivate people's interest in sports, hobbies, and habits of physical activity.

#### References:

1. Agnihotri S.,(1987). Manual of Agnihotri's Self Confidence Inventory. India.
2. Awasthi, P. (2007). Effect of physical exercise on self confidence, study habits and attitudes among adolescents. Unpublished M. Sc. Dissertation. India, Chandigarh: Panjab University.
3. Bhagi, M. and Sharma, S. (1992) Encyclopedia Dictionary of Psychology 1, New Delhi; Anmol Publications.
4. Chawla R. (2008). Effect of vocational guidance to parents on psycho-motor performance during vocational training of mentally retarded. Ph.D. Thesis. India, Chandigarh: Panjab University.
5. Davis, M, Ecshelman, E.R. and Mckey, M. (2002) The relaxations and Stress Reductions Workbook, Mumbai; Jaico Publishing House, Mahatma Gandhi Road 121.
6. Jain, M. and Robinson, D. (1969) Study habits of high middle and low attainers proceeding of the 77th Annual Convention of the American Psychology Association, New Orleans.
7. Jha, V. (2004) Differential in academic stress, self confidence and guidance needs of adolescents of working and non working mothers. Unpublished M.Ed.Dissertation. India, Chandigarh; Panjab University.
8. Mathur C.P. (1990). Manual of Test of Study Habits and Attitudes. India

9. Merriam Webster's Collegiate Dictionary (2001) Tenth edition. Massachusetts. U.S; Merriam-Webster, incorporated Springfield, Encyclopedia Britannica, India P. Ltd. Publishers.
10. Puri, N., Mukherjee, J. and Mukherjee, A.(2007) Social facilitation in terms of spectators presence on performance of women athletes. Osmania Journal of Physical Education. Hyderabad; Department of physical education Osmania University.
11. Skinner, C.E. (1974) Educational Psychology. India, New Delhi: Practice Hall Private Limited.
12. Vohra, R. (2002) Stress: the biggest hazard in the modern world: Disability and Impairments. .