

A COMPARATIVE STUDY OF SELF CONFIDENCE OF SINGLE CHILD AND CHILD WITH SIBLING

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ABSTRACT

Self Confidence is one of the personality trait which is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is , what he has been, what he might become, and his attitudes pertaining to his worth. Self Confidence is a positive attitude of oneself towards one's self-concept. It is an attribute of perceived self. Self Confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation. A self confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly assertive and having leadership qualities. So the concept of Self Confidence enjoys important position in the theories of human behavior and personality and is regarded as a basic condition of human existence in modern day world by many thinkers.

Key Words: Child with sibling, Single Child, Self Confidence, ASCI.

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1. INTRODUCTION

Confidence is learned, it is not inherited. If you lack confidence, it probably means that, as a child, you were criticized, undermined, or suffered an explicable tragic loss, for which you either blamed yourself or were blamed by others. A lack of confidence isn't necessarily permanent but it can be if it isn't addressed. Our religion, the influence of the culture which formed our perspectives, our gender, social class and our parents, in particular, are all factors which influence and contribute to our level of confidence.

Confident people have deep faith in their future and can accurately assess their capabilities. They also have a general sense of control in their lives and believe that, within reason, they will be able to do what they desire, plan and expect, no matter what the foreseeable obstacle. But this faith is guided by more realistic expectation so that, even when some of their goals are not met, those with confidence continue to be positive, to believe in themselves and to accept their current limitations with renewed energy. However, having high self confidence does not mean they will be able to do every thing they want. That view is unrealistic, one for the perfectionist. A desire to be good at every thing we do, in order to impress others, stems from a competitive instinct and lack of personal reinforcement. Any truly successful life as both rewards and the ability to learn from any set backs, which increase our resilience, self belief and determination. Real confidence requires that we face the possibility of failure constantly and deal with it. However, if we consistently lose out on both achievement and validation, even our identity is called into question.

Self Confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity. In the words of **Basavanna(1975)**, "Self Confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right."

Having self confidence does not mean that individuals will be able to do everything. Self confident people may have expectations that are not realistic. However, even when some of their expectations are not met, they continue to be positive and to accept themselves.

People who are not self confident tend to depend excessively on the approval of others in order to feel good about them. As a result, they tend to avoid taking risk because they fear failure. They

generally do not expect to be successful. They often put themselves down and tend to discount or ignore complements paid to them. By contrast, Self Confident people are willing to risk the disapproval of others because they generally trust their own abilities. They tend to accept themselves; they don't feel they have to confirm in order to be accepted.

Self Confidence is not necessarily a general characteristic which pervades all aspects of a person's life. Typically, individuals will have some areas of their lives where they feel quite confident, e.g. academics, athletics, while at the same time they do not feel at all confident in other areas, e.g. personal appearance, social relationships. Many factors affect the development of self-confidence. Parents' attitudes are crucial to children's feelings about themselves, particularly in children's 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 children's move toward self reliance and accept and love their children when they make mistakes, children will learn to accept themselves and will be on their way to developing self-confidence.

Surprisingly, lack of self-confidence is not necessarily related to lack of ability. Instead it is often the result of focusing too much on the unrealistic expectations or standards of others, especially parents and society. Friends' influences can be as powerful as of parents and society in shaping feelings about one's self. Students in their teens re-examine values and develop their own identities and thus are particularly vulnerable to the influence of their peer group.

2. LITERATURE REVIEW

Many studies have been conducted in the area of child development. Some of the studies have been mentioned here.

Chowdhury Aparajita & Muni, Anita Kumari (1995) in their study about 'Role of parental support in children need satisfaction and academic achievement', found that need satisfied by parents was much more than need satisfied by outside family members. With regards to academic it was found from the academic marks of the children that the average ranging (40-60) students were getting more parental support.

Feldman (2006), in his article, 'Discovering the life span', writes that, during middle childhood, children spend less time with their parents. Sibling becomes an important influencing force, for good and for bad. Although brothers and sister can provide support, companionship, and security, they can also be a source of strife. Sibling rivalry can occur, especially when the siblings are the same sex and similar in age. He further in his article views with disproving the stereotype that only-children are spoiled and self-centred, they are as well adjusted as children with brothers and sisters. In fact, in some ways, only-children are better adjusted, with higher self-esteem and stronger motivation to achieve. The time alone also gives children a chance to focus on homework and school or personal projects.

Heidi Riggio(1999), "Personality and social skill differences between adults with and without siblings," tried to put an end to some of the only child misconceptions and negativism in her work on the importance of family structure for personality development. She looked at core personality traits and social skills including the ability to express feelings, to interpret verbal and nonverbal communication, to control emotions and social sensitivity, among other traits generally thought to benefit children who have siblings. Riggio explained that the common thinking is only children "may experience social-skill deficits because of a lack of sibling relationships during key developmental periods." Riggio found that adult only children are quite the opposite of the lonely stereotype: They did not differ in social skills from those children with siblings. In fact, the two groups were "remarkably" similar. In other words, singletons turn out as socially competent as children with siblings-they make friends as easily as their peers with siblings.

Lazarus And Alfert (1972) pointed out that the differences in defensive personality disposition may lead to different reaction to stressful conditions. In a study of personality differences in defensive personality disposition may lead to differences in reactions to stressful conditions. In a study of personality differences between reactions to vicariously experienced threat and to direct threat Alfert (1967) has obtained definite clusters of personality dimensions as self confidence, introversion, extroversion, dominance, sociability, impulse control & was highly active.

Linda L. Dunlap (2004), in her paper, 'What all children need: theory and application' provides that sibling relationships typically are children's first social network and form the basis for relationships with others. Siblings are usually children's first playmates, intimate friends, protectors, enemies, competitors, confidantes and the role models. They are an important source of support school-age children, in particular. During this time siblings are not only companions but also help with difficult tasks and provide comfort during emotional stress. The bond formed between siblings is one of the most complex, long-lasting, and important connections in life. Typically, no other relationship lasts as long or has such a great impact. Siblings, who are close in age, often argue more but also develop closer bonds. Children who have siblings tend to work very well with peers.

Maikhuri, R. And Panole, S.K., (1977), in his study about "Self confidence of adolescents in relation to their Academic achievement" revealed that there is no significant correlation between academic achievement and Self Confidence. However, significant differences were observed in the academic achievement to the high and low self confidence groups.

Panwar P.S., (1986), in his research on "Role of academic achievement and school background in self concept, self disclosure and inferiority feeling among students of Kumaun Hills" found that academic achievement, home background and school environment had significant effect on self concept. He further disclosed that academic achievement had no significant relationship with feeling of inferiority.

Saini, Sarita, (2005), in their article "Family environment and academic achievement of adolescents" explored that family environment of adolescents children of working and non working mothers were significantly different. In respect of academic achievement, adolescents of working mothers were better than the adolescents children of non working mothers.

Santrock John W., in his book, "A Topical Approach to Life-Span Development- 3E" writes, about only child saying, "The only child is a self centred 'spoiled brat' with such undesirable

characteristics as dependency and lack of self control. On the other a more positive portrayal of the only child is achievement oriented and displays a desirable personality especially in comparison with later born and children from large families.” On the contrary his view is that sibling relationships also have many pleasant, caring moments: Children’s sibling relationships include helping, sharing, teaching, fighting and playing. Sibling can act as emotional supports, rivals and communication partners. Also positive sibling relationships in adolescence contributed to a sense of emotional and school related support.

Susan Newman, in her book "Parenting an Only Child" explored that only children often develop better verbal skills and excel in school because they are read to more often than children with siblings. She also pointed out that only children also tend to have higher IQs, which researchers say may be because their parents have higher expectations for them and more time and money to give. On the other hand talking about sibling advantages, she writes, children from larger families also enjoy some advantages, which include having playmates and tormenters, team-mates and rivals. Siblings define each other and teach each other conflict resolution, which is a skill people bring to their workplaces, marriages and other relationships. She pointed out that no doubt, having two children triples the work load because parents have to spend time with both children and with each child individually. She suggested that if a couple decides to have only one child, they should make sure the child has sibling substitutes from whom to learn sharing, empathy and conflict resolution.

Susan Newman (2011), “A Lonely Child? Not in Today's World” Singletons ‘The world of only children’ Magazine, explores the reason why only children are not lonely children. **Technology's Role** Today's advanced technologies allow only children to be more connected to other children than ever before, and that connection gives them a social life that extends beyond school hours and after school too.

3 RESEARCH METHODOLOGY:

Due to changing society, financial needs, increasing cost of living and social status, both the parents are working, joint family concept has turned into nuclear family culture, parents are

opting to have single child instead of two children. This is becoming more common in metropolitan cities. The present study is an attempt to study the self confidence of single child and child with sibling. It is a comparative study of the self confidence of single child and child with sibling. The study is based on the **hypothesis that there is no significant difference between self confidence of single child and child with sibling.** For the purpose of study 80 children were being selected on random sampling basis out of cluster of students of class IX and X. in the area of NCR. Out of which 40 students were single child and 40 students were children with siblings. For the purpose of study Agnihotri's Self Confidence Inventory (ASCI) by Dr.(Miss) Rekha Ahnihotri was administered to the sample. Agnihotri's Self Confidence Inventory(ASCI) has been designed by Dr.(Miss) Rekha Agnihotri in the year 1987 and published under National Psychological Corporation, Agra. The ASCI has been designed in Hindi to assess the level of Self-Confidence among adolescents and adults. The abbreviated name has been used so that the respondent may not decipher the real purpose of the test and fake good. The final form of the ASCI has 56 true-false type items that works as perimeter to check self confidence of the adolescents. After calculating raw scores as per scoring key interpretation of individual score has been done on the basis of criteria depicted in table 1:

TABLE 1

Raw scores	Interpretation
7 and below	Very high self confidence
8-19	High self confidence
20-32	Average self confidence
33-44	Low self confidence
45 and above	Very low self confidence

4 ANALYSES AND INTERPRETATION OF RESULT:

Comparison of Self-Confidence of single child and child with sibling: Self confidence has been calculated on the basis of ASCI. The comparative view of self confidence has been presented in table 2 and table 3:

TABLE 2

Table showing number of children falling in various categories in our study:

Raw scores	Interpretation	Single child	Child with sibling
7 and below	Very high Self Confidence	-	-
8-19	High Self Confidence	10	-
20-32	Average Self Confidence	19	22
33-44	Low Self Confidence	11	13
45 and above	Very low Self Confidence	-	5
	Total	40	40

The result as depicted in table 2 show that self confidence of 25% of single children lies in high self confidence category as their raw score is less than 20. There is no single child under study whose self confidence is at extreme ends i.e. extremely very high or extremely very low. Where as in case of self confidence of child with sibling more than 50% children have average self confidence, as their raw score in between 20-32

TABLE 3

Self Confidence of Single Child and Child with sibling

	N	MEAN	S.D.	t-value	Significance
Single Child	40	27.5	8.45	2.99	Significant difference
Child with Sibling	40	32.5	6.32		

The results of the study also show that the mean score of the self confidence level of single children is 27.5 and S.D. is 8.45 as compare to child with sibling whose mean score is 32.5 and S.D. is 6.32. It further shows that mean of self confidence of child with sibling is quite high in comparison to that of single children and the calculated t-value is 2.99 which is higher than both the table values at 0.05(1.99)and 0.01 (2.64)levels at 80 degree of freedom. Therefore, the **hypothesis** of the Study that **there is no significant difference in self confidence of single child and child with sibling is rejected** and it can be concluded that there is significant difference between self confidence of single child and child with sibling.

5. CONCLUSION

Self confidence is a function of perceived maternal child-rearing behaviour. The analysis of data revealed that the children with sibling have more self-confident than single children. There is significant negative relationship between sense of alienation and lack of self-confidence. If the sense of alienation is high, the level of self-confidence is low. Today man is faced with the dangers of war, economic hardships, communal and racial prejudices, ecological imbalance and environmental pollution and above all a fast changing social structure that is becoming more complex day by day. Development of self confidence from growth year makes an individual mature, confident and responsible citizen.

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A cross-sectional study of mothers of children educated at home was carried out in collaboration with homeschool organizations in four U.S. states: Florida, Louisiana, Mississippi and Oregon. Mothers were asked to complete an anonymous online questionnaire on their 6- to 12-year-old biological children with respect to pregnancy-related factors, birth history, vaccinations, physician-diagnosed illnesses, medications used, and health services. In conclusion, vaccinated homeschool children were found to have a higher rate of allergies and NDD than unvaccinated homeschool children. However, self-reports about significant events provide a valid proxy for official records when medical records and administrative data are unavailable [70].