A STUDY ON THE IMPACT OF DEMOGRAPHIC FACTORS ON THE SELF CONFIDENCE LEVEL OF MANAGEMENT STUDENTS

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Abstract:

 Over a century, the nature of working of the corporate has been changed widely, simultaneously students are also facing new challenges in all fields. Today's Management students are the future managers. Some of these management students will lead and manage the high reputed companies with huge production or wide service industry and some of these management students will start their own businesses. So they need to be emotionally matured and highly self confident. It is therefore important for the parents, teachers and administrators to know and understand the level of their child's mental ability, anxiety, emotional maturity, self-confidence. The study focuses to explore the role of demographic factors on the level of self confidence of management students.

Key words: Emotional Maturity, Self confidence, siblings, nuclear family.

1. Introduction

Management is a part of social science, as it is directly related to the human behavior. Thus, Management education can be defined as a special stream of study that apart knowledge about how to manage the things. Environment around the globe has undergone a human induced change. Expanded global economy, rapid urbanization, diffusion of western lifestyle, socio economic changes and technological changes have posed a lot of challenges on the individual behaviour. Globalization has drastically effected the world economy as well as people's lives. The society we are living in is a high tech world with high-tech classroom, changing lifestyle etc., has a great impact on the present generation. In today's world the students has to face a lot of challenge and expected to be highly self confident.

2. Review of Literature

2.1 Vyas and Gunthey (2017) measured the impact of emotional maturity on the self-confidence level of teenagers.. The study was conducted on a sample of 200 students from the colleges of Rajasthan. It was found from the study that emotional maturity among the school going students varies due to the gender difference. It was also revealed that the self-confidence of the male and female students was equal and there is no significant difference in the self-confidence of the male and female students.

2.2 LalKrishan (2014) made a comparative study of the emotional maturity, self-confidence and academic achievement on the basis gender differences among 9th class students in the Chandigarh city and the sample size of the study was 200. It was found from the study that self-confidence, emotional maturity and academic performance among school students differs due to gender differences.

2.3 Verma and Khan (2014) attempted a study to measure the relationship between emotional maturity and self-confidence among higher secondary students in Durg District and the sample size of the study was 753 students of class 9th from rural and urban areas both. It was found from the study that there is no relationship between self-confidence and emotional maturity among higher secondary students.

2.4 Goel and Aggarwal (2012) made a comparative study of the self confidence among school students on the basis of number of siblings is conducted in Delhi/NCR region using a sample size of 80 students of class 9th and 10th . It was found from the study that single child is less confident than child with siblings. The sense of alienation is negatively related to the self-confidence. Low level of sense of alienation higher will be the self-confidence among students.

2.5 Pastey & Aminabhavi (2012) have measured the self-confidence, stress and self-efficacy among adolescents on the basis of various demographic factors namely; age, sex, type of family, type of stay, order of birth, number of siblings, hobbies, exercise, health, family background, academic achievement and primary education. It was found from the study that the variance in the self-confidence, self-efficacy and stress among adolescents is mainly caused by the demographic factors namely; number of siblings, order of birth, exercise and health.

2.6 Pastey and Aminbhavi (2006) The researchers have also measured the relationship between emotional maturity, stress and self-confidence of students of 9th and 10th on the basis of gender, age, number of siblings, and order of birth, parental education and family income. The study was conducted in the Dharwad city of Karnataka State. The sample size of the study was 105. It was found from the study that high level of emotional maturity leads to high level of stress and high level of self-confidence among adolescents. Self confidence among adolescents get affected by the number of siblings while order of birth, gender differences, father's education level and family income does not affect the self-confidence of adolescents.

3. Statement of the problem

In the present global word, environmental changes poses a number of challenges in shaping the individual personality in general, the emotional maturity in particular. Especially the students of management exposed to such changes find it difficult in meeting the corporate expectations in terms of self confidence.

4. Need of the study

Adolescence is the bridge between childhood and adulthood. Adolescence is a time when psychiatric conditions such as depression and other mood disorders become apparent, leading to a risk of suicide. Failures, suicidal attempts, poor achievement among students are serious problems faced by educationists, teachers, parents and administrators in the present time. Whether these failures are due to high level of stress, or low self-confidence or whether these are due to lack of emotional maturity. These are some of the questions, the answers to which may make this study meaningful. In the modern age of competition, all parents are worried about future of their children. In view of the above facts, the investigator tried to study the factors which influence the in building the self-confidence of adults.Psychologically & emotionally balanced, self-confident students would contribute

more towards the actualization of their abilities. Consequently, to make it more effective and productive, the present study has focused on studying the factors influencing the self-confidence and helps to explore ways to build the confidence among management students.

5. Objective of the study

The present study was designed to attain the following objectives:

To investigate the influence of personal factors such as gender, number of siblings, order of birth, area of residence, parental education , family income and working status of the mother on emotional maturity, stress and self-confidence of management students.

6. Hypothesis formulated in the study

Following are the hypotheses formulated in the study to be tested using various data analysis techniques:

Ha1: The personal factors such as gender, number of siblings, order of birth, area of residence, parental education, family income, family type and working status of the mother will have differential significant influence on self-confidence.

Ha1.1: Girls will have significantly high self-confidence than boys.

Null Hypothesis ($H_{01.1}$): There is no significant difference in self-confidence among management students as per gender differences.

Ha1.2: The students with more number of siblings will have significantly high self-confidence.

Null Hypothesis ($H_{01.2}$): There is no significant difference in self-confidence among management students as per number of siblings.

Ha1.3: First born students will have significantly low self-confidence than their counter parts.

Null Hypothesis ($H_{01.3}$): There is no significant difference in self-confidence among management students as per the order of birth.

Ha1.4: Students area of residence (brought up in urban, semi urban and rural areas) will significantly differ in their self-confidence level.

Null Hypothesis ($H_{01.4}$): There is no significant difference in self-confidence among management students as per area of residence (brought up in rural, urban and semi urban areas).

Ha1.5: Students with parents who are literate and illiterate differ significantly among them-selves in their self-confidence.

Null Hypothesis ($H_{01.5}$): There is no significant difference in self-confidence among management students as per parental education.

Ha1.6: Students with high family income will have high self-confidence.

Null Hypothesis ($H_{01.6}$): There is no significant difference in self-confidence among management students as per family income.

Ha1.7: Students brought up in joint family will have high self-confidence than in nuclear family.

Null Hypothesis ($H_{01.7}$): There is no significant difference in self-confidence among management students as per family type

Ha1.8: Students with non-working mother will have high self-confidence than the students with working mother.

Null Hypothesis ($H_{01.8}$): There is no significant difference in self-confidence among management students due to working status of the mother.

7. Research Design

The type of research is descriptive research design. The target respondents are, all the management students enrolled in the management institutes in Karnataka is the population of the study. A sample survey was conducted to collect the primary data in Bangalore as majority of the management institutes which is approx. 55 % (Source: www.acite-india.org), are situated in the Bengaluru cit. the data has been collected from 644 respondents. Simple random sampling. Secondary date were collected through magazines, research articles, website etc. primary data was collected using questionnaire. The data has been analyzed using SPSS 20.0. Chi-square test has been used to test the null hypothesis framed in the study which states that self confidence of management students has no relationship with the demographic profile of the management students such as; gender, number of siblings, order of birth, parental education and family income, working status of mother. In order to conduct Chi square test in the study, cross tabulation of the following variables of gender, number of siblings, order of birth, parental education , family income area of residence, type of family , working status of mother vs self-confidence has been done.

8. Limitations

- The study is restricted only to management students in Bengaluru region, as this study is not covering all management students in Karnataka.
- Only few demographic features like family income, gender and parental education have been considered for this study. In this study, others demographic variations like; family environment, social maturity, learning environment do have an impact on self-confidence and maturity level. But these factors are not considered under this study.

9. Self confidence

- According to the Webster dictionary "self confidence is a feeling in one's own powers and abilities or reliance on one's own power".

- Self confidence is the ability of a person to generate the desired results.

- Operational Definition of Self confidence : "Self-confidence as a belief of a person in himself/herself and in his/her abilities, or a mental attitude of having trust in oneself".

10. Analysis and interpretations of Self-Confidence and Demographic Factors

To investigate the influence of personal factors such as gender, number of siblings, order of birth, place of bought up, parental education and family income, family type and working status of the mother on self-confidence of management students.

		1	2	3	4	5	6	7	8
		Gender	No of siblings	Order ofbirth	Area of Residence	parental education	Family Income	family type	working mother
		Sig 2-tailed	Sig	Sig	Sig	Sig. 2-tailed	Sig	Sig 2-tailed	Sig 2-tailed
Total SC	Between Groups	0.073	0.890	0.287	0.000	0.848	0.106	0.023	0.327
	Within groups	0.070				0.856		0.026	0.407

10.1 Alternative Hypothesis (Ha1.1): There is a significant difference in self-confidence among management students with respect to gender category.

The above table depicts the significant value as 0.73. It is greater than 0.05 significant level. So null hypothesis is accepted at 95% confidence level. There is no significant difference in self confidence among management students with respect to gender category. Male respondents have mean value of 3.385 and female respondents have mean value of 3.487, both often feel that they are confident. This indicates gender has no significant impact on the self-confidence of the management students. Thus, it can be said that self-confidence of management students does not vary due to gender differences.

10.2 Alternative Hypothesis (Ha1.2): There is a significant difference in self-confidence among management students with respect to number of siblings.

The significant value of self confidence is 0.890. It is greater than 0.05 significant level So null hypothesis is accepted at 95% confidence level. Mean value for the respondents having No sibling, one sibling, 2 to 3 siblings, more than 3 siblings are 3.457, 3.417, 3.437 3.365 respectively. Since the overall response of the respondents is average, sometimes they feel confident. There is slightly significant difference in the self-confidence among the management students with more than 3 siblings but it is not highly significant. Thus it can be interpreted that number of siblings has no significant impact on the self-confidence of the management students. Thus, it can be said that self-confidence of management students does not vary due to difference in number of siblings.

10.3 Alternative Hypothesis (Ha1.3): There is a significant difference in self-confidence among management students as per the order of birth.

The significant value of self confidence is 0.287. It is greater than 0.05 significant level. So null hypothesis is accepted at 95% confidence level. Mean values of first born, middle born and last born are 3.421, 3.524, 3.382 respectively. There is slightly significant difference in the self-confidence among the management students between the first born and middle born and between the last born & middle born. But both are not highly significant. Mean value indicates that middle born are more confident than first born and last born. Thus it can be interpreted that order of birth has no significant impact on the self-confidence of the management students. Thus, it can be said that self-confidence of management students does not vary due to difference in order of birth.

10.4 Alternative Hypothesis (Ha1.4) : Students area of residence (brought up in urban, semi urban and rural areas) has significant impact on their self-confidence.

The significant value of self confidence is 0.000. It is less than 0.05 significant level. So null hypothesis is rejected and alternative hypothesis is accepted at 95% confidence level. that students area of residence (brought up in urban, semi urban and rural areas) has significant impact on self confidence. There is significant difference in the mean values of the self-confidence among the management students residing in urban and semi urban compared to students residing in rural areas. It can be interpreted that that area of residence has a significant impact on the self-confidence of the management students. Thus, it can be said that self-confidence of management students varies due to difference in area of residence.

10.5 Alternative Hypothesis (Ha1.5): Students with parents who are literate and illiterate differ significantly among them-selves in their self-confidence.

The significant value is 0.848. It is greater than 0.05 significant level. So null hypothesis is accepted at 95% confidence level that there is no significant difference in self confidence among management students with respect to parental education. Thus, it can be interpreted that self-confidence of management students does not vary due to difference in parental education.

10.6 Alternative Hypothesis (Ha1.6): Students with high family income will have high self-confidence.

The significant value of self confidence is 0.106. It is greater than 0.05 significant level So null hypothesis is accepted at 95% confidence level. Mean values are 3.355, 3.441, 3.551, 3.510. Since the overall response of the respondents is agree level in can be interpreted that annual family income has no significant impact on the self confidence of the management students. Thus, null hypothesis is accepted and it can be said that self confidence of management students does not vary due to difference in annual family income

10.7 Alternative Hypothesis (Ha1.7): There is a significant difference in the self-confidence among management students living in joint families or nuclear families.

The significant value for self confidence is 0.023. It is less than 0.05 significant level. So null hypothesis is rejected and alternative hypothesis is accepted at 95% confidence level, that there is a significant difference in the self-confidence among management students living in joint families or nuclear families. For joint family mean value is 3.126 and for nuclear family mean value is 4.565. This indicates that the management students who are living in nuclear families have high level of self confidence and the management students who are living in joint families have moderate level of self-confidence. This indicates that family type has a significant impact on the self-confidence of the management students. Thus, alternative hypothesis is accepted and it can be said that self confidence of management students varies due to difference in family type.

10.8 Alternative Hypothesis (Ha1.8): There is a significant difference in self-confidence among management students with respect to working status of the mother.

The significant value is 0.407. It is greater than 0.05 significant level. So null hypothesis is accepted at 95% confidence level The respective mean values 3.351 and 3.435 indicates that there is no significant difference in the self-confidence among management students with respect to working status of the mother and self confidence of management students does not vary due to difference in working status of mother.

11. Findings:

1. Majority of the management students are those who have moderate level of self-confidence.

2. There is no significant difference in the self-confidence among management students with respect to gender, number of siblings, order of birth, parental education, family income, and the working status of mother except area of residence and family type.

3. There is significant difference in the self-confidence among the management students residing in urban and semi urban compared to students residing in rural areas. The management students residing in urban and semi urban are more self confident as compared to students residing in rural areas. Thus it is found that area of residence has a significant impact on the self-confidence of the management students.

4. Type of family has significant impact on self confidence among management students.

5. The management students who are living in nuclear families have high level of self confidence and the management students who are living in joint families have moderate level of self-confidence. This indicates that family type has a significant impact on the self-confidence of the management students.

12.Suggestions

12.1 Suggestions to students

1. Management students need to have high level of self-confidence as they are pursuing masters' degree and they will be entering into their professional life just after finishing their education.

2. Management students should participate in the skill development programs and should also be creative to improve their managerial skills and to increase their level of self-confidence.

3. Management is a professional degree programs where students need to learn the managerial skills, through various activities such as; managerial quiz, role playing, presentations etc. All these activities help in grooming of the students and increase their level of self-confidence. Thus, students should participate in these activities as much as they can.

   7. Reading is the best habit which can help the management students in for acquiring knowledge which they want for clearing interviews or group discussions and behave confidently.

12.2 Suggestions to teachers

1. Teachers should provide a learning environment and knowledge acquisition to become more versatile where students can show their talent, skills and creativity and Students who are versatile easily get selected for good positions.

2. Management studies should be practical and based on case studies of practical life situations instead of theoretical, which will help in enhancing their knowledge and their self-confidence.

3. Teachers should provide more programmes on skill development programs, career development programmes, time management training and employability skill development training programmes etc.

4. Parents should provide full support in choosing their career goal of life as at this level students are well aware about their interest s. It helps in increasing the independence level and makes them emotionally mature.

13. Conclusion

Most of the demographic factors were found to have insignificant impact on self-confidence. It is also can be concluded that Management students have high level of self-confidence as they are pursuing masters' degree The demographic factors number of siblings, order of birth, parental education, family income, family type and working status of the mother were found to have insignificant impact on the emotional maturity, stress and self-confidence. The demographic factors gender, area of residence, , family type (Joint/Nuclear) has a significant impact on the emotional maturity, stress and self-confidence.

14. Future scope:

The present research is limited to management students, thus in future same research can be conducted for other courses using same instrument. And also a study of self-confidence of students pursuing graduate and under graduate courses can also be done using same instrument. Present study is based on the data of one state only, the similar study can be extended to other state of India also. In future studies the environment of the educational institute can also be considered as an important variable which effect the self confidence of management students.

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