

A STUDY ON SELF-CONFIDENCE AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study was conducted to study self confidence among secondary school students. The total sample of 200 secondary school students was taken from the district Baramulla to collect the data through random sampling. Self-confidence Inventory (ASCI) by Rekha Gupta (2015) was used to collect data. Mean, Standard Deviation, t-test will be used to analyze the data. It was found that there was a significant mean difference in self-confidence between government and private, and between boys and girls students. But, there was insignificant mean different in self-confidence between rural and urban students.

KEYWORDS: Self Confidence, Secondary School Students

INTRODUCTION

Self confidence is the confidence one has in oneself, one's knowledge, and one's abilities. It is the confidence of the type: I can do this; I have the ability to do this. Self confidence is the one thing that is much more important than many other abilities and traits. Self confidence is a general and realistic belief in one's own abilities. Self-confident people trust in their own ability to achieve goals that they plan and set out to achieve. This belief needs to be realistic. Self confidence does not mean that an individual can achieve anything and everything, even absurd goals. It simply means that the person will have a sense of control over his own destiny, a positive frame of mind and is likely to make the best use of his talents and skills in achieving positive outcomes. Achieving self confidence is a fine balance. Lack of self confidence or under-confidence will result in an individual doubting his abilities. Such people seek the approval of others for reassurance. They believe they have to conform to the expectations of others to fit in and be accepted. They will tend to avoid taking risks for fear of failure. On the other hand, over confidence is not desirable either, as such individuals may tend to have unrealistically high expectations and beliefs in their abilities and therefore take unwarranted risks.

Self confidence is not necessarily all-pervasive. An individual who is completely comfortable and confident in one area of activity such as his work or profession may lack confidence in other areas such as social situations.

Self-confidence is also affected by focusing upon too much on unrealistic expectations or standards of others, especially parents and society. Peer group or friends also affect one's self confidence at a crucial stage of life i.e. adolescence stage.

Self confidence can be learned, not inherited. So lack of confidence does not have to be permanent. The persons with high self confidence have a realistic view of themselves and their capacity, which makes them persistence in their endeavors and that further boost their self esteem.

Mowlaie, et.al. (2011) examined mediation effects of self-confidence and sport self-efficacy on the relationship between the dimensions of anger and anger control with sport performance in a sample of Iranian athletes and the results

revealed that self-confidence and sport self- efficacy mediated the relationship between the dimensions of anger and anger control with sport performance.

Cakir, O. (2012) results found that gender factor is effective on both students attitude and self-confidence. It was determined owing the computer availability at school and home has a separately effective.

Panduragan, et.al. (2011) results revealed that 90.5% (n=171) were not confident in providing and managing care for patients. Changes in the nursing curriculum that encourages more of student centered study activities can cause a change in the students' confidence level in the clinical setting.

Shayan, et.al. (2011) examined the effect of playing music on self-esteem through comparison of young students individually. The present method is a descriptive and comparative method. And the results show that playing music caused to increase the confidence.

Rabies, et.al (2014) identify differences in self-confidence, perception of ability and perceived need of competence between the winner and loser teams of young volleyball players and results showed statistically significant differences in self-confidence incremental perception of ability and perceived competence between players from the winner and loser teams.

Heper, et.al. (2014) examined the level of goal orientation and sports self-confidence of the soccer players and results found that there is a significant difference between the level of state sports self-confidence of the amateur and professional soccer players, there is no significant differences in trait sports self-confidence. On the other hand level of goal orientation has no significant differences; there is a significant difference in task orientation. According to the result of analyzing the level of sportive self-confidence and goal orientation of the amateur and professional soccer players shows significant differences depending on the league levels.

Kisac & Budak (2014) investigated the meta-cognitive skills or strategies of the university students according to their perceived self-confidence levels about learning and found that the students who have higher self-confidence more use the strategies of note taking, summarizing, reflecting, reciting and reviewing what they learned to things they have already know.

Uçar, et.al. (2014) examined the relationship among computer use habits of those teacher candidates and their confidence level towards technological pedagogical content knowledge and the results revealed that technological pedagogical content knowledge, self-confidence of pre-service science and physics teachers did not significantly differ from each other on the gender and department basis but their computer use frequencies affected the confidence levels of pre-service science teachers.

Pilkauskaite-Valickiene, R. (2015) revealed that Lithuanian adolescents differ with regard to their Character, Connection, and Confidence six groups with distinct patterns of Positive Youth Development can be identified. These groups differ from each other in both satisfaction with life and contribution. Adolescents who perceive all Positive Youth Development aspects positively report higher levels of satisfaction with life and contribution.

Melisa Erdilek, et.al (2016) examined the interaction between family-work conflict, locus of control, self-confidence and extraversion personality at work-stressors and the results indicate that family-work conflict affects work-overload, poor work environment and poor role congruence stressors positively and significantly. Internal locus of control

is found to be effective on poor role congruence and poor organizational structure negatively whereas external locus of control is effective on poor organizational structure positively. Results indicate no significant effect of extraversion personality and self-confidence on stressors.

OBJECTIVES

- To study the Self-confidence between government and private among secondary school students.
- To study the self-confidence between rural and urban among secondary school students.
- To study the self-confidence between male and female among secondary school students.

HYPOTHESES

- There exists no significant difference in self-confidence between government and private secondary school students.
- There exists no significant difference in self-confidence between rural and urban secondary school students.
- There exists no significant difference in self-confidence between male and female secondary school students.

METHOD

In the present study, the researcher has selected a sample of 200 secondary school students from Baramulla district by employing a sample random sampling; both male and female students were included. For the collection of data, self-confidence Inventory was administered to secondary school students. Data was analyzed with descriptive and inferential statistics (t-test).

RESULTS AND DISCUSSIONS

Table 1: Comparison of Self-Confidence of Secondary School Students Studying in Government and Private Schools of District Baramulla

Types of school	N	Mean	SD	t-value
Government	100	30.50	7.68	2.88
Private	100	27.17	8.62	

Table 1: shows that there is a significant difference in the mean scores of govt. And private among secondary school students. The mean score of govt. School students are 30.50 and a private school students is 27.17. The S.D. In both groups is 7.68 and 8.62 respectively. The calculated t-value is 2.88, the tabulated t-value at 0.01 levels and 0.05 levels are 2.58 and 1.98 respectively. Since the calculated value is higher at 0.01 levels than tabulated value. This indicates that there is a significant mean difference in self-confidence between government and private secondary school students.

Therefore the hypothesis "There exists no significant difference in self-confidence between government and private secondary school students." is rejected.

Table 2: Comparison of Self-Confidence of Secondary School Students Studying in Rural and Urban Areas of District Baramulla

Locality	N	Mean	SD	T-Value
Rural	100	28.78	8.13	0.09 not significant at 0.05 level
Urban	100	28.89	8.54	

Table 2: shows that there is no significant difference in the mean scores of rural and urban secondary school students. The mean score of rural School students is 28.78 and an urban school student is 28.89. The S.D. In both groups is 8.13 and 8.54 respectively. The calculated t-value is 0.09, the tabulated t-value at 0.01 levels and 0.05 levels are 2.58 and 1.98 respectively. Since the calculated value is lower than at 0.05 table value at.05 levels. This indicates that there is an insignificant mean difference in self-confidence between rural and urban.

Therefore the hypothesis “There exists no significant difference in self-confidence between rural and urban secondary school students” is accepted.

Table 3: Comparison of Self-Confidence of Boys and Girls of Secondary School Students of District Baramulla

Gender	N	Mean	SD	T-Value
Boys	100	27.30	7.72	2.65 significant at the level of 0.01
Girls	100	30.37	8.63	

Table 3: shows that there is a significant difference in the mean scores of boys and girls among sr. Sec. School going students. The mean score of boys School students is 27.30 and girls school students is 30.37. The S.D. In both groups is 7.72 and 8.63 respectively. The calculated t-value is 2.65, the tabulated t-value at 0.01 levels and 0.05 levels are 2.58 and 1.98 respectively. Since the calculated value is higher than at 0.01 levels than tabulated value. This indicates that there is a significant mean difference in self-confidence between boys and girls.

Therefore the hypothesis “There exists no significant difference in self-confidence between male and female secondary school students” is rejected.

CONCLUSIONS

- There is a significant difference in self confidence between government and private secondary school students.
- There is no significant difference in self confidence among rural and urban secondary school students.
- There is a significant difference in self confidence among boys and girls of secondary school students.

IMPLICATIONS OF THE STUDY

The present study will help the teacher and parents to understand the self confidence among secondary school students.

The finding of investigation helps the parents to help their children to guide their every useful and productive area. The study also helps the parents to inculcate moral ethic, self confidence among their own children for a better life in worry area of life.

The present study also helps the teachers in knowing and evaluating the behavior of their children in the light of their self confidence.

It also encourages the teachers to become a role model before their students and inculcating good self confidence among them for their better life.

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