

Self-confidence of public and private school students

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ABSTRACT

In the present study an attempt was made to find out self-confidence of secondary school students in relation to gender and types of school. The following objectives were laid down for the present study, to study and compare the self-confidence between boys and girls secondary school students; to study and compare the self-confidence between public and private secondary school students. The following hypotheses were formulated for the present study; there will be no significant difference in the self-confidence between boys and girls secondary school students; there will be no significant difference in the self-confidence between public and private secondary school students. In the present study the students studying in secondary schools of Banaskantha District. Sample consisted of 200 secondary students. The purposive sampling technique was used to select the sample of students from secondary schools in Banaskantha District of Gujarat. For data collection, self-confidence inventory (1971) was used to measure the self-confidence of Students. Test-retest method was used to determine the reliability of the instrument. Reliability coefficient of 0.75 obtained. Descriptive statistical measure like mean and standard deviation were used in order to describe the nature of the sample taken. Inferential statistics t-test were used for the purpose of inferential analysis. The result indicates that; There is significant difference in the self-confidence between boys and girls secondary school students. There is no significant difference in the self-confidence between public and private secondary school students.

Keywords: *Self-confidence, Secondary School Students, Type of School*

‘A man who doubts himself is like a man who enlists in the ranks of the enemy and bears arms against himself. He makes his failure certain by being the first to be convinced of it.’

-Alexandre Dumas

“Men often become what they believe themselves to be. If I believe I cannot do something, it makes me incapable of doing it. When I believe I can, I acquire the ability to do it even if I didn't have it in the beginning.”

-Mahatma Gandhi

The Gestalt Prayer

*I do my thing, and you do yours.
I am not in this world to live up to your expectations.*

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Received: October 11, 2020; Revision Received: November 15, 2020; Accepted: November 22, 2020

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*You are not in this world to live up to mine.
I am I, and you are you.
And if by chance we find each other, it's beautiful.
If not, it can't be helped.*

Confidence is Crucial to a happy and fulfilling life

It influences your success at work, your family life, relationships and leisure activities. It affects your performance in everything you do. A belief in oneself is without doubt the greatest asset of all. Even great wealth and fame can't compensate for a poor self-image. People who lack confidence and self-belief always underachieve. They're less adventurous and less likely to get the most out of life. They're more prone to a variety of stress-related problems, including anxiety, eating disorders and mental health problems. Low self-esteem is the fundamental cause of most family breakups, poor parenting and relationship problems. In addition, much crime is associated with drug abuse, unemployment, poverty and aimlessness, all of which are related to low self-esteem.

What is self-confidence?

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. Lack of confidence is not necessarily permanent but it can be if it is not addressed. Confident people have faith in their future and can accurately assess their capabilities (Goel & Aggarwal, 2012).

Confidence is generally defined as a state of being certain. Self-confidence is having confidence in one self. Self-confidence, the foundation of all great success and achievement. Self-confidence is the difference between feeling unstoppable and feeling scared.

Self-confidence is the conviction that one is generally capable of producing desired results. 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 any other abilities and traits. Self-confidence integrates the powers of mind and body and focuses them towards the goal. Only such a concentrated energy can reach the goal. Self-confidence is the first step to progress, development, achievement and success. Even if you have a lot of abilities and a lot of knowledge, if you do not have self-confidence you cannot be a success. Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and of 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.

Definitions of self-confidence

"Self - Confidence means faith in one's own ability"(Good, 1959).

In the words of Basavanna (1975), "In general terms, 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."

"Self-confidence considered as one of the motivators and regulators of behaviour in an individual's everyday life" (Bandura, 1986).

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The self 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 attitude 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 (Agnihotri, 1987).

Sieler (1998) define Self-confidence as an individual's characteristic which enables a person to have a positive or realistic view of themselves or situations that they are in.

New Webster's Dictionary (2004) defines self-confidence as "confidence in oneself or on one's own unaided powers, judgment, etc."

Self-esteem and self-efficacy in combination is what constitute self-confidence (Neill, 2005).

Self- confidence refers to a person's expectation of his or her ability to achieve a goal in a given situation and is a very influential factor in ensuring a person's potential is realized (Stevens, 2005).

Self-confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults. The term self-confidence is used to refer to individual judgment about themselves. The nature of self-confidence is to analyze 'himself' and this analysis helps the children in his development, emotional maturity and achievement. A child has faith in himself is a child of self-evidence. He takes challenges as motivation, struggle hard for getting success.

REVIEW OF RELATED LITERATURE

Lenney & Orono (1977) highlighted previous reviewers who have suggested that women display lower self-confidence than men across almost all achievement situations. The empirical validity of this suggestion is assessed. The literature indicates that although low self-confidence is indeed a frequent and potentially debilitating problem among women, they are not lower in self-confidence men in all achievement situations. Instead, it is argued that the nature of this sex difference depends upon such situation variables as the specific ability area, the availability of performance feedback, and the emphasis placed upon social comparison or evaluation. It is concluded that future research must more precisely identify the variables that influence women's self-confidence.

Konvalina (1981) investigated self-assessment, achievement, and confidence in basic mathematics skills. Thirty college students enrolled in a self-paced developmental mathematics course were randomly assigned to either an experimental group that performed a written self-assessment before each test, or to a control group that did not perform the written self-assessment. No significant differences were found between the groups in achievement or general confidence in basic mathematical skills. However, the experimental group consistently had a higher confidence mean over a 25-item basic skills inventory and scored higher on a significant proportion of skills. A highly significant correlation was found between skill confidence and achievement over the 25 basic skills for the combined groups. A significant correlation was found between group confidence and group achievement for the experimental group, but not for the control group.

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Verma (1990) aims to analyse the sex differences in risk-taking, self-confidence and anxiety among adolescent learners. His sample consisted of 200 adolescents with equal number of male and female students studying in class X, selected randomly from different institutions of Behror in Alwar District in Rajasthan. Results indicate that male adolescent learners showed higher mean risk-taking than female adolescent learners. Male adolescent learners possessed significantly higher self-confidence than female adolescents. Female adolescent learners had significantly more anxiety than male adolescent learners.

Stoel et al. (2003) presented Latent growth curve (LGC) analysis of longitudinal data for pupils' school investment, self-confidence and language ability. A multivariate model is tested that relates the three developmental processes to each other and to intelligence. All processes show significant differences between children in their developmental curves. The increase in language ability and the decrease in school investment correspond with the hypotheses. No hypothesis is formulated about self-confidence, but an increase for some and a decrease for others are found. The hypothesis that development in language ability, school investment, and self-confidence are mutually positively associated is supported, as is the hypothesis that intelligence accounts for some of the differences in language ability. School investment, self-confidence, and intelligence each explain a different part of development in language ability.

Hannula et al. (2004) with the help of this paper presents some preliminary results of the longitudinal aspect of a research project on self-confidence and understanding in mathematics. They collected a survey data of 3057 fifth graders and seventh-graders and a follow-up data of ten classes (191 pupils) one and a half years later. The longitudinal data indicates that the learning of mathematics is influenced by a pupil's mathematics-related beliefs, especially self-confidence. Pupils' level of understanding fractions also influences their developing understanding of infinity. These relationships between different variables depend also on pupils' gender and age.

Chang & Cheng (2008) studied the interrelationship between senior high school students' science achievement (SA) and their self-confidence and interest in science (SCIS) was explored with a representative sample of approximately 1,044 11th-grade students from 30 classes attending four high schools throughout Taiwan. Statistical analyses indicated that a statistically significant correlation existed between students' SA and their SCIS with a moderate effect size; the correlation is even higher with almost large effect sizes for a subsample of higher-SCIS and lower-SCIS students. Results of t-test analysis also revealed that there were significant mean differences in students' SA and their knowledge (including physics, chemistry, biology, and earth sciences subscales) and reasoning skill subtests scores between higher-SCIS and lower-SCIS students, with generally large effect sizes. Stepwise regression analyses on higher-SCIS and lower-SCIS students also suggested that both students' SCIS subscales significantly explain the variance of their SA, knowledge, and reasoning ability with large effect sizes.

Alias & Hafir (2009) investigated to determine the relationship between type of confidence inducing stimulus, academic self-confidence and cognitive performance among engineering students. The study samples consisted of two groups of engineering students from a Malaysian polytechnic. The type of confidence inducing stimulus (positive or negative) was the independent variable, cognitive performance was the dependent variable and ASC was hypothesized mediating variable. The results indicate that the positive group has statistically significantly higher ASC level (3.08) compared to the negative group (2.67) and the positive

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group also demonstrates a statistically significantly higher cognitive performance compared to the negative group; 71% and 54% respectively. It is concluded that boosting the ASC of engineering students can enhance their cognitive performance.

Vealey & Campbell (2010) conducted this study to (a) determine what achievement goal orientations are present in adolescent figure skaters, (b) examine the relationship between the goal orientations conceptualized by Maehr and Nicholls (1980) and those conceptualized by Vealey (1986), and (c) investigate the influence of different goal orientations on the precompetitive self-confidence, precompetitive anxiety, and actual performance of adolescent skaters. Subjects included 106 youth figure skaters participating in regional competition. Skaters were found to have two achievement goal orientations which were termed extrinsic and task orientations. Some support was found for the relationship between the achievement orientations and the sport confidence/ competitive orientation constructs of Vealey. Also, a multivariate relationship was supported between the sport confidence/achievement orientation predictor constructs and the self-confidence, anxiety, and performance of adolescent figure skaters in sport competition.

Objectives

The following objectives were laid down for the present study:

1. To study and compare the self-confidence between boys and girls of secondary school students.
2. To study and compare the self-confidence between public and private secondary school students.

Hypotheses

The following hypotheses were formulated for the present study,

1. There will be no significant difference in the self-confidence between boys and girls secondary school students.
2. There will be no significant difference in the self-confidence between public and private secondary school students.

Variables in the present study

1. Dependent Variable: self-confidence
2. Independent Variables: (a) Gender (b) Type of school

Research Tools

For data collection, self-confidence inventory (SCI) by Dr. Rekha Gupta was used to measure the self-confidence of Students. The SCI is reliable and valid. This tool comprising total 56 items.

Sample

In the present study, sample consisted of 200 secondary students. The purposive sampling technique was used to select the sample of students from secondary schools in Banaskantha District of Gujarat. These students are from public and private secondary school.

Gender	Type of school		Total
	Public School	Private School	
Boys	50	50	100
Girl	50	50	100
Total	100	100	200

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Data collection

The investigator visited the selected schools personally and administered self-confidence inventory (SCI) on 200 secondary school students of Banaskantha District. Investigator also gave full freedom to the students to ask the meaning of words/sentences which were beyond their understanding. Respondents were given enough time. Filled scales were collected.

Statistical techniques used

The data were analyzed with the appropriate statistical measures to justify the objectives of the present study. Descriptive statistical measure like mean and standard deviation were used in order to describe the nature of the sample taken. Inferential statistics t-test was used for the purpose of inferential analysis.

ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

Analysis of data means studying the organized material in order to discover inherent facts or phenomena. It involves breaking down existing complex factors into simpler parts and putting parts together in new arrangements for the purpose of interpretation i.e. verification of hypothesis and getting answers to the research questions. Hypothesis wise analysis is as follows.

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Hypothesis 1: There will be no significant difference in the self-confidence between boys and girls secondary school students.

The means of self-confidence scores of boys and girls secondary school students along with number, SD and t-value are given in Table – 1

Table 1 Means and Standard Deviation of self-confidence between boys and girls secondary school students

Variable	Gender	N	Mean	S. D	SED	Df	t-value	Level of Significance
self-confidence	Boys	100	9.13	3.463	0.463	198	2.894	.01
	Girls	100	10.47	3.073				

Significant at $.05=1.646^*$

$.01=2.330^{**}$

Table 1 depicts that the calculated value of 't' for finding out the significance of the difference in the means of self-confidence of boys and girls secondary school students for df 198, came out to be 2.894 which is significant at .01 level. Hence, the hypothesis no.1 that "There will be no significant difference in the self-confidence between boys and girls secondary school students" is rejected. It means in self-confidence secondary school boys students significantly differ as compared to girl's secondary school students. However, the mean score of boys Secondary school students on self-confidence is (9.13) and girls secondary school students is (10.47). So, it is clearly says that secondary school boys students have low self-confidence than girls secondary school students.

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Hypothesis 2: There will be no significant difference in the self-confidence between Public and Private secondary school students.

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The means of self-confidence scores of Public and Private secondary school students along with number, SD and t-value are given in Table.

Table 2 Means and Standard Deviation of self-confidence between Public and Private secondary school students

Variable	Type of school	N	Mean	S. D	SED	Df	t-value	Level of Significance
self-confidence	Public	100	9.83	3.590	0.473	198	0.127	NS
	Private	100	9.77	3.074				

Significant at $.05=1.646^*$ $.01=2.330^{**}$

Table 2 depicts that the calculated value of 't' for finding out the significance of the difference in the means of self-confidence of students coming from Public and Private secondary school for df 198, came out to be 0.127 which is not significance. Hence, the hypothesis no.2 that "There will be no significant difference in the self-confidence between Public and Private secondary school students" is accepted. It means in self-confidence of public secondary school students do not significantly differ as compared to Private secondary school students.

However, the mean score of students coming from Private Secondary school on self-confidence is (9.77) and students coming from Public Secondary school (9.83). So, it is clearly saying that students coming from Public secondary school have slightly higher self-confidence than students of Private secondary school.

CONCLUSION

1. There is significant difference in the self-confidence between boys and girls secondary school students.
2. There is no significant difference in the self-confidence between Public and Private secondary school students.

It is concluded that most of today's school children have very high levels of self-confidence which can have many serious and long-lasting consequences on the physical and mental health of children.

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Acknowledgement

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Mehta H. P. & Panchal V. H. (2020). Self-confidence of public and private school students. *International Journal of Indian Psychology*, 8(4), 445-452. DIP:18.01.054/20200804, DOI:10.25215/0804.054