

Self Confidence Among the School Teachers

Vipul Solanki^{1*}, Dr. Arefa Mansuri²

ABSTRACT

The present study aimed to know the self confidence among the school teachers. It also aimed to check self-confidence with reference to type of sector and gender. The Self Confidence Inventory (SCI) prepared by Dr. Rekha Gupta (2013) was used. The sample constituted total 120 school teachers out of which 60 were from government sector (30 male and 30 female) and 60 from private sector (30 male and 30 female). The data was collected from Ahmedabad City. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that (1) There is no significant difference in the mean score of self confidence among the government and private school teachers, (2) The male school teachers group is having more self-confidence than female school teachers group and (3) The male government school teachers group is having more self-confidence than male private school teachers group with other groups.

Keywords: *Self-confidence, government and private sector, male and female school teachers.*

You know your strengths and weakness well, and have a positive view of yourself. You set realistic expectations and goals, communicate assertively, and can handle criticism. On the other hand, low self-confidence might make you feel full of self-doubt, be passive or submissive, or have difficulty trusting others. You may feel inferior, unloved, or be sensitive to criticism. Feeling confident in yourself might depend on the situation. For instance, you can feel very confident in some areas, such as academics, but lack confidence in others, like relationships.

Having high or low self-confidence is rarely related to your actual abilities, and mostly based on your perceptions. Perceptions are the way you think about yourself and these thoughts can be flawed. Low self-confidence might stem from different experiences, such as growing up in an unsupportive and critical environment, being separated from your friends or family for the first time, judging yourself too harshly, or being afraid of failure. People with low self-confidence often have errors in their thinking.

What is Healthy Self-Confidence?

Self-confidence is a feeling of trust in one's abilities, qualities, and judgment. A healthy sense of self-confidence is all about having a balanced view of yourself taking pride in your

¹Research Scholar, Department of Psychology, Gujarat University, Ahmedabad, India

²M.Phil. & Ph.D. Guide, Gujarat University & Associate Professor, St. Xavier's College, Ahmedabad, India

*Corresponding Author

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abilities while recognizing your flaws. Children with a healthy sense of self-confidence are able to feel good about themselves and know that they deserve respect from others. The importance of self-confidence should not be underestimated, as it has been strongly linked to happiness through multiple studies.

Self-confidence also brings about more happiness. Typically, when you are confident in your abilities you are happier due to your successes. When you are feeling better about your capabilities, the more energized and motivated you are to take action and achieve your goals. Self-confidence, then, is similar to self-efficacy in that it tends to focus on the individual's future performance; however, it seems to be based on prior performance, and so in a sense, it also focuses on the past. Many psychologists tend to refer to self-efficacy when considering an individual's beliefs about their abilities concerning a specific task or set of tasks, while self-confidence is more often referred to as a broader and more stable trait concerning an individual's perceptions of overall capability.

Taralynn Hartsell et al. (2010) had studied investigated whether a four-week in-service training program that addressed the use of technology in math education helped improved the teacher participants' attitude and confidence in applying technology. Findings indicated that as the teacher participants explored and used the available technology tools relevant to math instruction during the in-service training, the more proactive and motivated they became to continue their professional development of using technology in the classroom. The realized that they were able to use technology and desired to continue their learning.

Imani Akin, Leondra Radford (2018) had studied the serves as an introduction into exploring the existence of resilience and self-esteem in urban high school learning environments. Data collection stems from interviews and surveys of graduates of urban high schools, who transitioned into college or careers. Findings from this qualitative phenomenological research contains participant recommendations to the specific actions of educators, as well as ideas, \or appropriate learning environments, to foster the resilience and self-esteem which contributes to student academic and social success, leading to adult personal and profession success. Implications of this research include the significance of consideration of the impact of teacher behaviors on student academic and social emotional success within the classrooms of urban schools.

Objective

The objectives are:

- To Study self-confidence of the government and private school teachers.
- To Study self-confidence with regards to male and female school teachers.
- To study the interactive effect of self-confidence with regards to type of sector and gender.

METHODOLOGY

Hypothesis

- There will be no significant difference in the mean score of self confidence among the government and private school teachers.
- There will be no significant difference in the mean score of self confidence among the male and female school teachers.
- There will be no significant difference in the interactive effect of the mean scores of self confidence with regards to the type of sector and gender.

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Sample

The sample of the present study constituted total 120 school teachers out of which 60 were from government sector (30 male and 30 female) and 60 from private sector (30 male and 30 female).

Research Design

A total sample of 120 school teachers equally distributed between government and private school teachers from Ahmedabad City was selected for the research study.

Showing the table of Sample Distribution

Gender	Type of Sector		Total
	Government	Private	
Male	30	30	60
Female	30	30	60
Total	60	60	120

Variable

Independent Variable

Type of Sector: Government and Private school teachers.

Gender: Male and Female school teachers.

Dependent Variable : Self-confidence Score.

Tools

Self Confidence Inventory (SCI) prepared by Dr. Rekha Gupta (2013). The test contains 56 items. The reliability coefficient split half is 0.91 and test-retest is 0.78. The validity coefficient obtained is .82 which is significant beyond .01 level. A score of one is awarded for a response indicative of lack of Self-Confidence, i.e., for making cross to 'ne response to item nos. 2, 7, 23, 31, 40, 41, 43, 44, 45, 53, 54, 55 and for making cross to et response to the rest of the items.

Procedure

The permission was granted from various principal of schools for data collection in Ahmedabad City after the establishment of rapport, personal information and the 'Self Confidence Inventory (SCI)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table: 1 The Table showing sum of variance mean 'F' value and level of significance of type of sector and gender.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	323.41	2.90	N.S.
SS _B	1	452.41	4.05	0.05*
SS _{A*B}	1	795.67	7.12	0.01**
SS _{Error}	116	111.70	—	—
SS _{Total}	119	14528.13	—	—

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

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Table: 2 The Table showing the Mean Score of self-confidence of government and private school teachers.

	A (Type of Sector)		'F' value	Sign.
	A ₁ (Government)	A ₂ (Private)		
M	26.98	30.27	2.90	N.S.
N	60	60		

The above table no.2 shows the mean score of self confidence among government and private school teachers. The mean score of government school teachers group is 26.98 and private school teachers group is 30.27. The 'F' value is 2.90, which was found to be not-significant level at 0.05. Therefore, the hypothesis no.1 that, "There is no significant difference in the mean score of self confidence among the government and private school teachers" is accepted.

Table: 3 The Table showing the Mean Score of self confidence of male and female school teachers.

	B (Gender)		'F' value	Sign.
	B ₁ (Male)	B ₂ (Female)		
M	30.57	26.68	4.05	0.05
N	60	60		

The above table no.3 shows the mean score of self confidence of male and female school teachers. The mean score of male school teachers group is 30.57 and female school teachers group is 26.68. The 'F' value is 4.05 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to self confidence and gender. It should be remembered here that, according to scoring pattern, higher score indicate higher self confidence. Thus from the result it could be said that, the male school teachers group is having more self confidence than female school teachers group. Therefore, the hypothesis no.2 that, "There is no significant difference in the mean score of self confidence among the male and female school teachers" is rejected. Self confidence in male is more than female because female has to perform dual roles. Looking after the household work, children and job responsibilities. Hence life satisfaction in female teachers is found to be low as compared to male teachers.

Table: 4 The Table showing the interactive effect of the Mean Score of self confidence of type of sector and gender.

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	31.50	29.63	7.12	0.01
		B ₂	22.47	30.90		
N			60	60		

The above table shows the interactive effect of the self confidence of the type of sector and gender. The result was found to be significant from table no.4 shows that 'F' value 7.12 is significant at 0.05 level. The mean score is 31.50 for the male government school teachers, the mean score is 22.47 for the male private school teachers, the mean score is 29.63 for the female government school teachers, and the mean score is 30.90 for the female private school teachers. It should be remembered here that, according to scoring pattern, higher score indicate higher self confidence. Thus, from the result it could be said that, the male government school teachers group is having more self confidence than male private school

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teachers group with other groups. Therefore, the hypothesis no.3 that, “There is no significant difference in the interactive effect of the mean scores of self confidence with regards to the type of sector and gender” is accepted.

CONCLUSION

- There is no significant difference in the mean score of self confidence among the government and private school teachers.
- The male school teachers group is having more self confidence than female school teachers group.
- The male government school teachers group is having more self confidence than male private school teachers group with other groups.

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Conflict of Interest

The author(s) declared no conflict of interest.

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