

Research Paper

Study of the Self-Confidence of Girls in KGBV's in Comparison to Girls in Other Educational Institutions

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ABSTRACT

The study of Self Confidence of Girls Studying in KGBV'S in Comparison to Girls Studying in Other Educational Institutions. A sample of 720 girls was chosen on an incidental cum random basis from tribal KGBV of Dantewada and Kanker, non- tribal KGBV Bemetara and Baloda Bazar, model schools of Kunda and J R Danischool Raipur, other schools of Kurud and Mandhar. Various schools were compared with tribal and non-tribal KGBV on the self-confidence scale by Dr D. N.Sansanwal, and Dr. Smita Bhawalkar which had 23 items. The objective of the paper is to study Self Confidence in Girls Studying in KGBV'S in comparison to the girls studying in other educational institutions of Chhattisgarh state of India. Results and Conclusion: Obtained data was analyzed by using t-test to compare the significant difference among different schools on the self-confidence. Means of Different Schools Compared on Self Confidence, highest mean on self-confidence was found on other schools and lowest mean on self-confidence was found in tribal KGBV; girls of Non-tribal KGBV'S were found better in self-confidence, while students of Tribal KGBV need an improvement. Tribal KGBV and Model School when compared to self-confidence, girls of model schools were found better in self-confidence while girls of Tribal KGBV s need an improvement. Tribal KGBV girls in comparison with self-confidence with other school, girls of other schools were found better in self-confidence, while girls of tribal KGBV need an improvement in self-confidence, girls of Model Schools were better in self-confidence while non-tribal KGBV need an improvement, other schools were found better in self-confidence while non-tribal KGBVs need an improvement.

Keywords: KGBV (*Kasturba Gandhi Balika Vidyalaya*), Tribal, Non-tribal, Self-Confidence.

"Children have a right to an education, a quality education."

In all aspects of the school and its surrounding education community, the rights of the child, and all children, for survival, protection, development, and participation are at the center. It means that the focus is on learning which strengthens the capacities of children to act progressively on their behalf through the acquisition of relevant knowledge, useful skills, and appropriate attitudes. This will create opportunities for children, and helps them

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create for themselves and others, place of safety, security and healthy interaction (Bernard, 1999). Self confidence is an important dimension of self esteem that leads to learning and motivate people to take risk in doing so. A person having better self confidence will learn various life skills and therefore is in better position to contribute towards quality life. A person having higher self confidence will realize his/her potential to its fullest. In simple words the self confidence is the ability to complete a task or trusting own capabilities and abilities. Indian social structure is an interweaved complex matrix of cast, religion, gender, location, language and culture and all these are being reflected in schools also. Self confidence of students is affected by the factors such as economic background, ethnic identity, and gender.

KGVB Scheme-

KGBV is flagship scheme of Government of India under Sarv Shiksha Abhiyan , which is aimed at providing quality education to girls particularly of deprived class. Gender disparities persist in rural areas and among disadvantaged communities. Looking at enrollment trends, there remain significant gaps in schooling for girls at the elementary level as compared to boys, particularly in the upper primary levels. UNICEF has also commenced work in selected areas of Assam, Chhattisgarh, Jharkhand and Odisha that are affected by conflict, to provide children education as a fundamental right.

Chhattisgarh Scenario

Under Indian education system there are different education institutions such Public Schools, state run schools, central schools run by Government Of India , the schools which have been developed as model schools. Access to these schools are largely dependent on the factors mentioned above that is economic status , location of school, cultural background , gender disparity etc, The state of Chhattisgarh along with the other 27 states of the country launched this scheme. It has made considerable progress by establishing KGBV schools across the state. The state government has set also up model schools with the aim that-

“A model school will have infrastructure and facilities of the same standard as in a Kendriya Vidyalaya, with the stipulation on the pupil-teacher ratio, ICT usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome.”

VARIOUS ASPECTS AFFECTING SELF-CONFIDENCE OF STUDENTS

Class room Environment

Class room environment is an important key factor in development of self confidence and thereby impacting learning abilities of a child. It encompasses a broad range of educational concepts, including infrastructure of the class room, the psychological environment, and instructional methodologies adopted by the teachers' and their behavior. We are interested in studying relationships between environment constructs such as class room arrangement classroom discussions, teachers' ability of teaching, and development of self confidence in girls students of various institutions of Chhattisgarh. Classroom environment broadly includes:

The Physical Environment

It has found that well-structured classrooms lead to formation of more cooperative groups among students with more positive perceptions and fairness about learning resulting into competitive grading, stronger class cohesion, and higher degree of social support, as well as higher achievement scores. Girls have been found collaborative with other students when studying and resolving problems. They tend to seek teachers' support more than male

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students. The primary school use collaborative strategies more frequently and have higher levels of teachers' involvement and support than it is found in secondary schools. Class size have been examined to understand how class size may prompt student and teacher behaviors. Classes with less number of students are associated with students who are less stressed, focused and task oriented, with fewer behavior problems than students in larger classes. Overcrowded facilities, large number of students, lack of teachers' attention, are three main issues resulting into increased stress levels of students and increased teacher-reported incidences of behavioral problems and potentially create threat to development self confidence among students

Classroom Climate

The Classroom climate, which relates to the relationship among students with each other and with the teacher and how this translates into building self confidence and finally learning.

2.1.3 The Psychological Environment

Psychological environment of a class also plays vital role in learning. Interaction of students and teachers lead to students' participation in various activities, risk assessment and communication of learning goals.

It is important to learn whether the behavior of teachers is democratic or autocratic and its impact on learning, A democratic classroom might be one that gives more sense of freedom and large degree of permissiveness to foster healthy teacher-pupil relationship and where students are allowed to work independently thus creating a better environment for building self-confidence of students. On the other hand, controlled or autocratic approach of the teacher who decides the goals and the learning activities to be taught and the students do not participate in the selection of learning activities may hamper the development of self confidence in the students.

We will study following environments in the class room

- ❖ Students' involvement
- ❖ Affiliation among students of the class
- ❖ Teacher support.
- ❖ Task Orientation.
- ❖ Competition.
- ❖ Order and Organization of the class.
- ❖ Rule clarity to the students.
- ❖ Teacher control in the class.

Arranging the physical environment of the classroom is one way to improve the learning environment and to prevent problem behavior before they occur. Research on the classroom environment has shown that the physical arrangement can affect the behavior of both students and teachers (Savage, 1999; Stewart & Evans, 1997; Weinstein, 1992) and that a well-structured classroom tends to improve student academic and behavioral outcomes (MacAulay, 1990; Walker, Colvin, & Ramsey, 1995; Walker & Walker, 1991). Also, the classroom environment acts as a symbol to students and others regarding what teachers value in behavior and learning (Savage, 1999; Weinstein, 1992). If a classroom is not properly organized to support the type of schedule and activities a teacher has planned, it can impede the functioning of the class, limiting what and how students learn. However, a well-arranged

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classroom environment is one way to manage instruction more effectively because it triggers fewer behavior problems and establishes a climate conducive to learning.

The spatial structure of the classroom refers to how students are seated, where the students and teacher are about one another, how class members move around the room, and the overall sense of atmosphere and order. The research on classroom environments suggests that classrooms should be organized to accommodate a variety of activities throughout the day and to meet the teacher's instructional goals (Savage, 1999; Weinstein, 1992). Also, the classroom should be set up to set the stage for the teacher to address the academic, social, and emotional needs of students (MacAulay, 1990). The standards for determining what spatial layout is most appropriate to fulfill these functions include ways to maximize the teacher's ability to see and be seen by all his or her students; facilitate ease of movement throughout the classroom; minimize distractions so that students are best able to actively engage Series on Highly Effective Practices—Classroom Environment 2

In academics; provide each student and the teacher with his or her personal space; and ensure that each student can see presentations and materials posted in the classroom. Most researchers agree that well-arranged classroom settings reflect the following attributes:

- Walker & Walker(1991), For instance, classrooms can contain a high-traffic area around commonly shared resources and spaces for teacher-led instruction or independent work, such as rows of desks. A classroom for students with learning/behavior problems may Clearly defined spaces within the classroom that are used for different purposes and that ensure students know how to behave in each of these areas (Quinn, Osher, Warger, Hanley, Bader, & Hoffman, 2000; Stewart & Evans, 1997; Walker, Colvin, & Ramsey, 1995)have separate quiet spaces where a student can cool down or work independently (Quinn et al., 2000; Walker, Colvin, & Ramsey, 1995), personal spaces that each student can call his or her own (Rinehart, 1991; Quinn et al., 2000), and areas for large and small group activities that set the stage for specific kinds interactions between students and teacher (Rinehart, 1991; Walker, Colvin, & Ramsey, 1995).
- There may also be space to store items, computers, or audio-visual equipment.
- Seating students in rows facilitate on task behavior and academic learning; whereas more open arrangements, such as clusters, facilitate social exchanges among students (MacAulay, 1990; Walker & Walker, 1991).
- It is useful to strategically arrange the classroom to limit student contact in high-traffic areas, such as the space surrounding the pencil sharpener and wastebasket and instructional areas; and, to seat easily distracted students farther away from high- Series on Highly Effective Practices—Classroom Environment 3 Traffic areas (Bettenhausen, 1998; Quinn et al., 2000; Walker, Colvin, & Ramsey, 1995; Walker & Walker, 1991).
- All students should have a clear view of the teacher and vice versa, at all times (Quinn et al., 2000; Rinehart, 1991; Stewart & Evans, 1997; Walker et al., 1995; Walker & Walker, 1991; Wolfgang, 1996). Also, the traffic pattern in the classroom allows the teacher to be in close physical proximity to high maintenance students (Shores, Gunter & Jack, 1993; Wolfgang, 1996).
- There is some evidence that it is useful to limit visual and auditory stimulation that may distract students with attention and behavior problems (Bettenhausen, 1998; Cummings, Quinn et al., 2000).
- There is good reason to strategically place students with special needs or behavior problems near the teacher's desk (Bettenhausen, 1998; Wolfgang, 1996). Shores and his colleagues (1993) recommend that this be done not only to monitor student problem

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behaviors but also to facilitate teacher delivery of positive statements when compliant or otherwise, appropriate behaviors are exhibited.

- Finally, it is advantageous to keep the classroom orderly and well organized (Bettenhausen, 1998; Stewart & Evans, 1997).

The physical arrangement of the classroom can serve as a powerful setting event for providing students with effective instruction and facilitating (or inhibiting) positive teaching/learning interactions. As with other aspects of instruction, the physical arrangement of the classroom should be reflective of the diverse cultural and linguistic characteristics of the students and be consistent with specific learner needs.

Eric et.al (2008) investigated the contributions of stressful life events and resources (social support and social problem-solving skills) to predicting changes in children's adjustment. At Time 1, 361 third through fifth graders completed measures of social support and social problem-solving skills. Their parents completed a stressful life events scale and a child behavior rating measure. The children's teachers provided ratings of behavioral and academic adjustment. 2-year follow-up data (Time 2) were obtained for approximately half of the sample on the same measures. Time 1 stressful life events and resources showed some significant but modest zero-order correlations with the Time 2 adjustment indices. Hierarchical multiple regressions revealed prospective effects for Time 1 social support on later teacher-rated competencies and grade-point average. Also, increases over time in social support and social problem-solving skills (a composite score) were significantly related to improvement in behavioral and academic adjustment, whereas stressful life events were not predictive of adjustment.

Gilbert et al (2008) The present study examined the effectiveness of a substance abuse prevention program in preventing tobacco and alcohol use among elementary school students in grades 3 through 6. The prevention program teaches social resistance skills and general personal and social competence skills. Rates of substance use behavior, attitudes, knowledge, normative expectations, and related variables were examined among students (N = 1090) from 20 schools that were randomly assigned to either receive the prevention program (9 schools, n = 426) or serve as a control group (11 schools, n = 664). Data were analyzed at both the individual level and school level. Individual-level analyses controlling for gender, race, and family structure showed that intervention students reported less smoking in the past year, higher anti-drinking attitudes, increased substance use knowledge, and skills-related knowledge, lower normative expectations for smoking and alcohol use, and higher self-esteem at the posttest assessment, relative to control group students. School-level analyses showed that the annual prevalence rate was 61% lower for smoking and 25% lower for alcohol use at post-test assessment in schools that received the prevention program when compared with control schools. Also, mean self-esteem scores were higher in intervention schools at the posttest assessment relative to control schools. Findings indicate that a school-based substance abuse prevention approach previously found to be effective among middle school students is also effective for elementary school students.

Michael and Peter (2011) by peer nominations, around 13 per cent of our sample of 8- and 9-year-old children (N=158) could be defined as bullies, and 17 per cent of victims. Boys were more likely to be nominated as bullies, but not as victims, than girls. Bully/ victim status was, in the main, stable over three assessment periods in a school year and at the start of the next school year. On Harter's Self-Perception Profile for Children, victims scored significantly

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lower than non-victims on the athletic competence, social acceptance and global self-worth dimensions. Bullies, victims and not-involved children were perceived differently by peers on several behavioral descriptions (starts fights, seeks help, leader, cooperates, disrupts). Sociometrically rejected children experienced more bullies, and were victims more, nominations than other socio-metric status groups, and both bullies and victims were less likely to belong to the popular group, and more likely to belong to the rejected group, than to non-bullies and non-victims. Some implications of these results for the development of bully/victim problems are discussed. In a study by Benabou (2002) on self-confidence and personal motivation, analyzed the value is placed by rational agents on self-confidence, and the strategies employed in its pursuit. Confidence belongs to one's abilities which enhance motivation, making it a valuable asset for individuals with imperfect willpower. This demand for self-serving beliefs (which can also arise from hedonic or signaling motives) must be weighed against the risks of overconfidence. On the supply side, we develop a model of self-deception through endogenous memory that reconciles the motivated and rational features of human cognition. The resulting intrapersonal game of strategic communication typically leads to multiple equilibriums. While "positive thinking" can improve welfare, it can also be self-defeating (and nonetheless pursued).

Lenney (1977) 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 than men in all achievement situations. Instead, it is argued that the nature of this sex difference depends upon such situation variables such 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.

Nicole (2012) outlines the impact of confidence, competition, and failure about adolescent girls and leadership behavior. Data was collected in focus groups were facilitated electronically using Skype Instant Messaging. Participants were girls from single-sex schools; all were in their final year of schooling and currently held a leadership position. Students were located in schools across Australia, with one school located in South Africa. It was made apparent by this study that girls, at times, lacked confidence in themselves and their ability to enact leadership. While it was acknowledged that girls had a highly competitive nature, especially in the academic and sporting domains, the word 'doubt' continuously resonated throughout student responses. Continued research into this domain will be important in ensuring that girls overcome this 'doubt' and have confidence in their capacity as leaders both within the school context and beyond.

Objectives of the Project

The objective of the project is Study of Self Confidence of Girls Studying in KGBV'S in Comparison of Girls Studying in Other Educational Institutions.

Sample –

A sufficiently large area was chosen as given by the expert committee for studying and comparing confidence level. There were two tribal KGBV'S, two non-tribal KGBV'S, two model schools and two other schools that is in total four varieties of schools, and 90 students from each school were studied. Since the number of girls in KGBV is 90, so from all schools the same number is chosen on incidental cum random basis. A total number of girls (sample) in all were $90 \times 8 = 720$ for test of self-confidence.

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Sample Composition—Self-Confidence Scale

Table – 1 Sample Distribution

Non-Tribal KGBV Bemetara	90 Girls from Class Sixth to Class 8 th
Non-Tribal KGBV Baloda Bazaar	90 Girls from Class Sixth to Class 8 th
Tribal KGBV Dantewada	90 Girls from Class Sixth to Class 8 th
Tribal KGBV Kanker	90 Girls from Class Sixth to Class 8 th
Model School Kugdaa	90 Girls from Class Sixth to Class 8 th
Model School J R Dani Raipur	90 Girls from Class Sixth to Class 8 th
Govt. School Kurud	90 Girls from class sixth to class 8th (other)
Govt. School Mandhar	90 Girls from class sixth to class 8th (other)
The total Sample was of	720

Tools

The scale used was self-confidence scale by Dr. D. N.Sansanwal and Dr SmitaBhawalkar (2011) having 23 items. The test retest reliability coefficient of the scale was 0.464 significant although not very high; the split half reliability was found 0.84 the content validity of self-confidence scale was established by discussion with experts from the field of psychological testing. On this basis the self-confidence scale was found to be valid. The face validity of self-confidence scale was established by having the reactions of students of high school and higher secondary school for whom the scale was meant further the concurrent validity was also established by administering developed self-confidence scale and standardized Malhotra's test of self confidence in the same group, the correlation was found to be 0.43 that is significant and moderate.

Procedure

Data was collected after talking to these students and establishing rapport with them; then self-confidence scale was administered in the order of difficulty, scoring was done simultaneously and the obtained data was put to statistical treatment.

DATA ANALYSIS

Data were analyzed by using t-test to compare the significant difference among different schools on the self-confidence.

Differences between Tribal and Non-Tribal KGBV in Self Confidence.

Mean of Different Schools Compared on Self Confidence: highest mean on self-confidence was found on another school **58.95** than on model school **57.12** than on non-tribal KGBV **56.99** and the non-tribal KGBV **55.74**. The students of tribal KGBV having lowest self-confidence need to develop self confidence among their students.

Table –2 Means of Different Schools Compared on Self Confidence

Tribal KGBV	Non-Tribal KGBV	Model School	Other School
55.74	56.99	57.12	58.95

P < .01 ** *t* table .05, 1.97* .01, 2.60**

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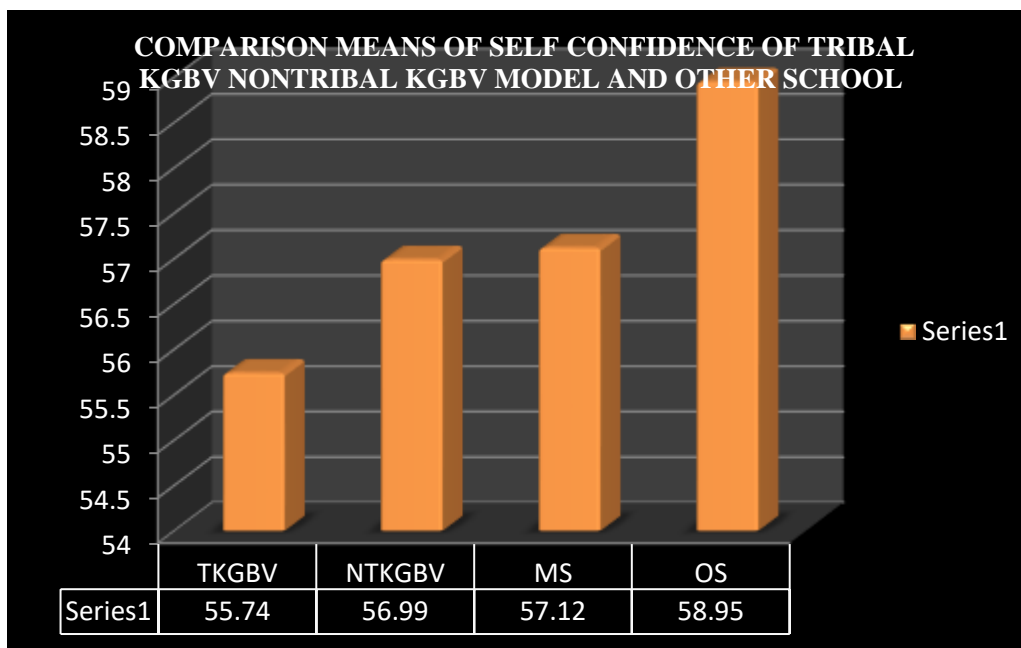


Figure-1 Bar diagram of Self Confidence of Tribal KGBV, Non-tribal KGBV Model and another school

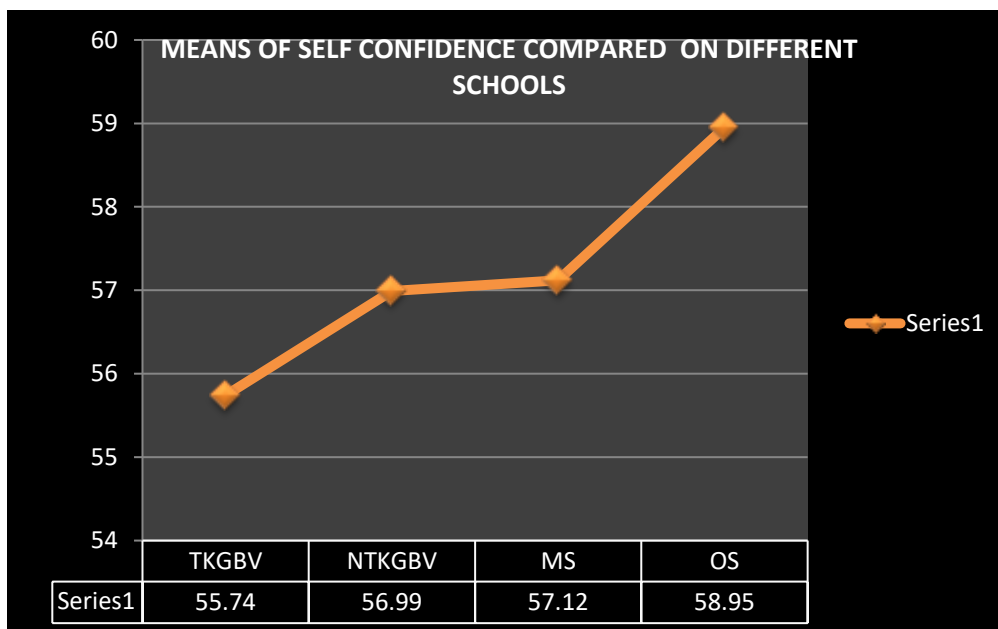


Figure-2 Linear diagram of Self Confidence of Tribal KGBV, Non-tribal KGBV Model and another school

Differences between Tribal and Non-Tribal KGBV in Self Confidence

When tribal and non-tribal KGBV were compared on self-confidence the t-value was found significant on .01 levels showing that non-tribal KGBV were better in self-confidence with a mean of 56.99 while tribal KGBVs need an improvement with a lower mean of 55.74.

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Table -3 Differences between Tribal and Non-Tribal KGBV in Self Confidence

Self confidence	N	Mean	SD	Mean Difference	t-Value	Sig.
Tribal KGBV	720	56.91	7.10	55.91	211.29	.01**
Tribal KGBV	720					

P < .01 ** *t* table .05, 1.97* .01, 2.60**

Differences between Tribal KGBV and Model School in Self Confidence

When tribal KGBV and model school were compared on self-confidence, the t-value was found significant on .01 level showing that model schools were better in self-confidence with a mean of 57.12 while tribal KGBV s need an improvement with a lower mean of 55.74.

Table -4 Differences between Tribal KGBV and Model School in Self-Confidence

Self confidence	N	Mean	SD	Mean Difference	t-Value	Sig.
Tribal KGBV	720	56.91	7.10	55.91	199.95	.01**
Model school	720					

P < .01 ** *t* table .05, 1.97* .01, 2.60**

Differences between Tribal KGBV and Other School in Self Confidence

When tribal KGBVs were compared on self-confidence with another school the t-value was found significant on .01 levels showing that other schools were better in self-confidence with a mean of 58.95 while tribal KGBV s need an improvement with a lower mean of 55.74.

Table -5 Differences between Tribal KGBV and Other School in Self Confidence

Self confidence	N	Mean	SD	Mean Difference	t-Value	Sig.
Tribal KGBV	720	56.91	7.10	53.91	203.91	.01**
Other School	720					

P < .01 ** *t* table .05, 1.97* .01, 2.60**

Differences between Non-Tribal KGBV and Model School in Self Confidence

When not tribal KGBV were compared on self-confidence with model school, the t-value was found significant on .01 levels showing that model schools were better in self-confidence with a mean of 57.12 while non-tribal KGBV s need an improvement with a lower mean of 56.99.

Table -6 Differences between Non-Tribal KGBV and Model School in Self Confidence

Self Confidence	N	Mean	SD	Mean Difference	t-Value	Sig.
Tribal KGBV	720	56.97	7.10	52.91	199.95	.01**
Model School	720					

P < .01 ** *t* table .05, 1.97* .01, 2.60**

Differences between Non-Tribal KGBV Other School in Self Confidence

When non-tribal KGBV were compared on self-confidence with another school, the t-value was found significant on .01 levels showing that other schools were better in self-confidence with a mean of 58.95 while on tribal KGBVs need an improvement with a lower mean of 56.99.

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Table -7 Differences between Non-Tribal KGBV and Other Schools in Self Confidence

Self Confidence	N	Mean	SD	Mean Difference	t-Value	Sig.
Non-Tribal KGBV	720	56.91	7.10	53.91	203.73	.01**
Other School	720					

P < .01 ** *t* table .05, 1.97* .01, 2.60**

CONCLUSION

- Means of Different Schools Compared on Self-Confidence, highest mean on self-confidence was found on *Other School* than on *Model School* in comparison to *Non-Tribal KGBV* and then on *Tribal KGBV*. *The students of tribal KGBV need to develop self confidence among them.*
- When *Tribal and Non-tribal KGBV* were compared on self-confidence showing that *Non-tribal KGBV* was better in self-confidence, *Tribal KGBVs* need an improvement.
- When *Tribal KGBV* and *Model School* were compared on self-confidence, it showed that model schools were better in self-confidence while *Tribal KGBVs* need an improvement.
- When *Tribal KGBV* was compared on self-confidence with *Other Schools*, *Other Schools* were found better in self-confidence, tribal KGBV s need an improvement
- When *Non-Tribal KGBVs* were compared on self-confidence with *Model School*, *Model Schools* were better in self-confidence while non-tribal KGBVs need an improvement.
- When *Non-Tribal KGBVs* were compared on self-confidence with *Other Schools*, other schools were better in self-confidence while the tribal KGBVs need an improvement.

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Conflict of Interest

The author(s) declared no conflict of interest.

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