

A Study on Self Confidence Among Higher Secondary School Students

S.Vijay Kumar, Dr. G. Pandian

¹Ph.D Research Scholar, Bharathiar University, Coimbatore.

(vijiang84@gmail.com)

²Principal, Arulmigu Meenakshi Amman College of Education, Kanchipuram

pandiangabriel@gmail.com

ABSTRACT

This study is conducted to clear up the way that impact of Self Confidence among Higher Secondary School Students. This study involved XI standard students from higher secondary schools in Namakkal district, Tamilnadu.

Introduction

“Education originates from images of the future, and it also creates images of the future. A significant part of education can be seen as the process by which we expand, enrich, and enhance the individual’s vision of the future.”

— Alvin Toffler

Education is a continuous process of living. It can be compared to *Kalpavriksha*, the wish-fulfilling tree, as it fulfills human desires. It sharpens an individual’s intellect, allowing the mind to uncover ultimate truths that liberate humanity from the shackles of ignorance. Education bestows not material wealth, but inner enlightenment, not power, but love, and teaches us to see truth as reality, expressing it through action. Education is the revelation of an individual’s complete personality.

Self-Confidence

“Self-confidence refers to an individual’s perceived ability to effectively navigate a situation, overcome obstacles, and make things go right.”

— Basavanna

“Who has confidence in himself will gain the confidence of others.”

— Leib Lazarow

Self-confidence represents the expected probability that a person will achieve a goal in a specific situation. For example, if a student

estimates there is a 90% chance of earning an “A” on a calculus exam, we can infer that the student has high self-confidence in their ability to excel in the subject. Conversely, if the student estimates a 10% chance of success, this suggests low self-confidence regarding the exam.

It’s important to note that self-confidence is situational rather than absolute. It is always relative to the task or situation at hand. People may feel confident in certain areas and uncertain in others. For example, a student may feel confident in mathematics but lack confidence in English. Similarly, they may have little confidence in social interactions and estimate only a 10% chance of success in making a new friend. Confidence is intrinsically tied to specific situations, tasks, and expectations.

The concept of ‘self-confidence’ aligns with what Dr. Albert Bandura, a prominent psychologist, refers to as ‘self-efficacy expectations.’ This concept has been widely studied within psychology and has led to valuable insights. In general, self-confidence is a reliable predictor of performance across various tasks. High self-confidence also fosters greater motivation and persistence.

Teachers Instilling Self-Confidence in Students

The role of a teacher in cultivating self-confidence in students is crucial, as students often internalize their teacher’s perceptions of

them. When a teacher holds high expectations for every student and believes in their potential to succeed academically, students begin to believe in themselves. Teachers who have confidence in all their students create a self-fulfilling prophecy where students are more likely to perform well and achieve success.

In order to foster self-confidence, teachers must create a classroom environment that encourages the development of confidence-building skills. Opportunities for students to showcase their talents—such as participating in talent shows or presenting special skills—can go a long way in building self-assurance. When students are given a chance to highlight their strengths, their confidence naturally grows.

Characteristics of a Self-Confident Student

According to Oldham & Morris (1995) in their book *The New Personality Self-Portrait*, the following are nine traits and behaviors of a self-confident individual:

Self-Trust: Confident students have faith in their abilities and are certain of their uniqueness and worth.

Respect: They expect to be treated well by others and maintain healthy boundaries.

Ambition: Self-confident individuals are driven by high aspirations and aim for success.

Politics: They are skilled at leveraging the strengths of others to achieve their goals and navigate social dynamics effectively.

Competition: They thrive in competitive environments, always striving to reach the top and stay there.

Stature: They tend to associate with individuals of high rank and status, often seeking mentorship or leadership opportunities.

Dreams: Confident people often envision themselves as heroes, leaders, or top performers in their fields.

Self-Awareness: They possess deep self-awareness, understanding their thoughts, emotions, and inner states.

Poise: They graciously accept compliments and praise, exhibiting calm self-assurance.

Variable Definitions of Self-Confidence

Dictionary of Education (Good, 1973): Defines self-confidence as “faith in one’s own abilities.”

New Webster’s Dictionary (2004): Defines it as “confidence in oneself or in one’s own unaided powers, judgment, etc.”

A self-confident person is someone who appears certain of themselves, is not overly anxious, and generally maintains a positive attitude. Such individuals trust their abilities, have a sense of control over their lives, and believe that, within reason, they can achieve what they set out to do.

Statement of the problem

A Study on self confidence among higher secondary school students.

Operational definition

Self Confidence

By this investigator means the scores obtained from the IX students on Self Confidence inventory

XI Students

Higher Secondary Schools Students studying in XI standard.

Need for the study

The Self Confidence is one of the factors in the life of a student which leads to achieve. The result of the study could bring out the prevailing impact of self-confidence among higher Secondary School students in Namakkal District.

Significance of the study

Education is not merely the acquisition of knowledge but also includes proper utilization of knowledge for the improvement of quality of human life. The present study has been undertaken to study the self Confidence of XI Standard students. It is hoped that the results of present study will be of immense value for teachers and parents for raising the level of and raising the level of self Confidence in students.

Objectives of the study

To find out the significant difference on Self Confidence of Higher Secondary School Students based on

1. Gender.
2. Locale of School.
3. Type of family.
4. Type of School.
5. Type of Management.

Delimitation of the study

- ❖ The study was confined to Namakkal district schools only.
- ❖ 450 samples were taken for this study.
- ❖ This study is conducted among XI school students.

METHOD OF STUDY

As the study intends to collect data pertaining to the self-confidence, survey method is employed to describe and interpret what exists at present. The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals but with the statistical results that help one to arrive at a healthy conclusion about data collected.

Hypotheses of the study

There is no significant difference on Self Confidence of Higher Secondary School students based on Gender.

1. Gender.
2. Locale of School.
3. Type of family.
4. Type of School.
5. Type of Management.

Description of the Tool Used

To study the framed hypothesis, the following tools and techniques will be used in the present investigation.

- Self-confidence inventory

ANALYSIS

HYPOTHESIS-1

There is no significant difference on Self Confidence of higher Secondary School based on Gender.

Table 1.1

G	N	M	SD	CR
M	242	57.54	10.315	.883
F	208	56.67	10.490	

Inference: From the above table, it is observed that, the calculated 't' value .883 is less than the table value 1.96 at 0.05 level. So there is no significant difference is observed in Self Confidence of higher Secondary School Students based on Gender. Therefore, the null hypothesis is accepted.

HYPOTHESIS-2

There is no significant difference on Self Confidence of higher Secondary School Students based on Locale of School.

Table 2

LS	N	M	SD	CR
Rural	63	56.27	10.467	.712
Urban	387	57.28	10.388	

From the above table, the calculated 't' value .712 is less than the table value 1.96 at 0.05 level. So there is no significant difference is observed in Self Confidence of higher Secondary School Students based on Locale of School. Therefore, the null hypothesis is accepted.

HYPOTHESIS-3

There is no significant difference on Self Confidence of higher Secondary School Students based on Type of family.

Table 3

TF	N	M	SD	CR
Nuclear	338	57.15	10.549	.029
Joint	112	57.12	9.957	

Inference

From the above table, it is observed that, the calculated 't' value .029 is less than the table value 1.96 at 0.05 level. So there is no significant difference is observed in Self Confidence of higher Secondary School Students based on Type of family.

Therefore, the null hypothesis is accepted.

HYPOTHESIS-4

There is no significant difference on Self Confidence of higher Secondary School Students based on Type of School.

Table 4

Variable		Sum of Squares	DF	Mean Squares	F Value
SC	Between groups	83.866	2	41.933	.387
	Within groups	48420.314	447	108.323	
	Total	48504.180	449		

Inference

From the above table, the calculated F' value .387 is less than the table value 19.50 at 0.05 level. So there is no significant difference is observed in Self Confidence of

higher Secondary School Students based on Type of School.

Therefore, the null hypothesis is accepted.

HYPOTHESIS-5

There is no significant difference on Self Confidence of higher Secondary School Students based on Type of Management.

Table 5

Variable		Sum of Squares	DF	Mean Squares	F Value
SC	Between groups	100.518	2	50.259	.464
	Within groups	48403.662	447	108.286	
	Total	48504.180	449		

Inference

From the above table, the calculated 'F' value .464 is less than the table value 19.50 at 0.05 level. So there is no significant difference is observed in Self Confidence of higher Secondary School Students based on Type of Management. Therefore, the null hypothesis is accepted

Findings of the Study

1. It is found that no significant difference is observed in Self Confidence of Higher Secondary School Students based on Gender.
2. It is found that no significant difference is observed in Self Confidence of Higher Secondary School Students based on Locale of School.
3. It is found that no significant difference is observed in Self Confidence of Higher Secondary School Students based on Type of family.
4. It is found that no significant difference is observed in Self Confidence of Higher

Secondary School Students based on Type of School.

5. It is found that no significant difference is observed in Self Confidence of Higher Secondary School Students based on Type of Management.

Suggestion for Further Research

Some suggestions with regard to possibilities of the research in the field of education are offered with a view of stimulate prospective research workers in this area.

1. The study could be extended to College Students.
2. The present study has done only in some schools at Namakkal District, similar study comprising different districts can be attempted.
3. The sample size is restricted to 450 School Students in the present study. It can be done by including more number of schools students.
4. A similar study may be conducted on children with special needs.

Conclusion

The curriculum planners and the educational policy makers should incorporate the necessary concepts to promote Self Confidence of the school students to make them strong pillar for this society.

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